

the *Magazine for the Christian Home*

Hearthstone



The Voice of Autumn—Grace W. McGavran

Developing Appreciation for the Arts—Rachel S. Browne

OCTOBER, 1960 - 25c

The Magazine for the Christian Home Hearthstone

E. LEE NEAL, *Editor*

RUBY CRADDOCK, *Assistant Editor*

ANKO JANSEN, *layout*

Contents

ARTICLES

The Voice of Autumn	Grace W. McGavran	1
Developing Appreciation for the Arts (Article for Parents' Discussion Groups)	Rachel S. Browne	3
Deanne, 1971	Sherman R. Hanson	10
Art and Music Enrich Family Worship (Article for Parents' Discussion Groups)	Kathleen Trover Davis	12
To Market, to Market	Eileen M. Hasse	21
Counterpane Land	Louise Price Bell	26

STORIES

To Walk in Darkness	Irma Hegel	6
Story for Children The Sawdust Pile	Grace W. McGavran	20

FEATURES

Biblegram	Hilda E. Allen	5
Voting—a "Must" for Christians	Margaret Troutt	9
Know Your Hymns!	Louise D. Phillips	14
Family Worship		15
Meeting Plans for Parents' Discussion Groups		
I. Appreciation of the Fine Arts in the Family	Rachel S. Browne	22
II. The Community Interests in the Arts	Rachel S. Browne	22
1. Family Worship Enhanced by Music	Kathleen Trover Davis	24
2. Pictures Can Help the Family to Worship-Kathleen Trover Davis		25
Family Counselor	Donald M. Maynard	29
Books for the Hearthside		31
Over the Back Fence		32
Poetry Page	Inside Back Cover	

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Autumn Days. Thinking about autumn? Wondering? Enjoying the fragrance of the harvested fields? Feeling the first bite of frost? Then, you will appreciate reading "The Voice of Autumn" by Grace W. McGavran. Encourage your family to make the most of the season. You might start by using the weekly themes on "God's Plan for Fall" in the Family Worship section which begins on page 15.

The Arts and Music. Two articles just for you on relating the arts to home and community experiences are: "Developing Appreciation for the Arts" by Rachel S. Browne and "Art and Music Enrich Family Worship" by Kathleen T. Davis. Mrs. Browne would help the home to see the need for parents to take the initiative in providing good art, good music, good literature, good hobbies, and appreciation of the better things in the home. Mrs. Davis points out how to use art and music in family worship experiences and where to secure resources.

Marketing. The year round, the homemaker faces the responsibility of providing nourishing meals for the family. Eileen M. Hasse in "To Market, to Market" suggests various ways in which the homemaker can receive greater values and more satisfactions from her grocery money.

1971. The future for your teen-age daughter or son is greatly determined by the choices made each day. Sherman R. Hanson, in "Deanne, 1971," looks at teen-age girls of today and sees the women they can be tomorrow.



The Cover. The illustration for the October *Hearthstone* cover was created by Art FitzSimmons. The "Trick or Treat" is not for these costumed youngsters, but for children in need. Funds collected are administered by the United Nations Children's Fund. For more information on UNICEF see page 32.

Coming Soon: "How Long Is Parent Tenure?" by Frank Lansing; "Miracle in the Air" by Lillian Delly; "One Teen's Philosophy" by Herb Waddell; and others.

Until then,

R. C.

The Voice of Autumn

by Grace W. McGavran



The trees suddenly seem to burst forth with scarlet and gold.

SPRING HAS ITS POETS and summer its singers. Winter glitters in story and song. Now we are in fall, and its own voice speaks to us in beauty and wonder of the greatness and glory of God.

We lift our heads and listen to a faint far-off voice and answer its calling as we slip from the house and raise our faces to the sky. Against its blueness, moving swiftly toward their southern haven, wings a great V of migrating geese. Their rich voices come drifting down the wind as we marvel at their sure flight toward their desired home. We wonder at the instinct which guides them, as it guides all other migrating things, insect and fish and fowl, on their perilous journeys. It is so easy then to think of God with awe and wonder! How far beyond our understanding is his planning for the life of these, his creatures!

We are free, upon a day, and our family sets forth, car crowded with those less fortunate, to see the glory of leaf and tree as maples blaze with the fire of their dying foliage and the sweet gum holds its ruddy torch aloft. Color! Color! Color! until the world seems to vibrate with joy and delight. So that which came forth, according to God's plan in spring, in tender green and soft fragility, now drifts to carpet the earth with brightness, its service done. Yet not quite done. For within God's master plan that which returns to earth nourishes it and in its very death builds up the leaf mould in which other tender life may grow. Thus folded in rigid sheaf

and garment secure against the cold, God keeps his springtime life in store against the days when cold shall retreat and the world awakes once more.

Then come the crisp days of cold and the wind swoops with great cryings, scouring the earth of twigs and fallen leaves, making huge drifts and flattening the grass that stands silver in the sun, the meadow grass that still lifts its stems toward the light. Then the children run and shout in the wind, wrapped warm against its cold, and struggle against it in breathless happiness, racing each other and turning to catch a breath before they circle and race again. The sea gulls shriek with delight and slide down the currents of the air, silver against the storm clouds. It is a world that lasts so little time, between the languid heat of summer and the bitter cold of December. And we rejoice, give thanks, and sing.

The harvest is in, but the fields still hold their shocks of corn and their pumpkins against the day when they must be brought within. There are nuts in the woods and in the hazel copses. Squirrels are busy harvesting the acorns and other food against their time of need. Berries still hang upon the bushes—rose haws in the wild rose thickets in the pastures, snowberries, or kinnikinnick, the bearberry, or wintergreen upon the ground. And high in their trees after frost the dull wrinkled ball of tarnished gold that is the persimmon. "Thou dost cause the grass to grow for the cattle," and for the creatures of forest and field God has provided "to give them their food in due season."

We make an expedition to gather treasures of garden and meadow and forest. There is the milkweed pod, like a crumpled boat with its silk-winged seeds all gone. Bittersweet shines orange in the hedgerow. Graceful heads of many a weed or flower that amaze the mind with their symmetry and form, are in almost any vacant lot for the picking. And there are seeds to rouse wonder at the way in which life is carried through the dark days before the time of plant-

ing and growth.

What closeness comes to the family in fall, as the cold closes in! A last picnic is planned, with a roaring fire and cheeks red with the wind, while food is eaten in haste around the warmth and then into the car's shelter against the approaching storm! Or on the idyllic chance of an Indian summer day, Mother and Father and children wander along a trail, noting the lingering blossoms, or the brightness of fallen leaves, or an insect or bird that is welcoming reprieve from the coming days.

There is comradeship as Son and Father work to make the garden ready for winter, putting the flowerbeds to sleep, with a leaf-cover for some and cleaning from others the debris of autumn. God has not planned his world to be alike, one thing with another, and only as we learn, Father and Son talking together, to know how to work with the Lord of the Earth, can our gardens grow richly.

The days of fall go past, one after another and the trees are suddenly bare, ready for winter storm and stress. From the window we see them, shapely against the stars, bright stars which summer leaves have hid from us. Or the moon shines out sailing majestic beyond them, moving between dreaming clouds. And we stand at the window and the wonder and glory of God's world come afresh into our minds and we are loath to turn to lesser things.

Yet the warm hearth calls us, and the center and heart of the family seems to lie there in the blazing logs, or even, if we lack a fire, in the flickering flame of a lovely candle with its message of

love and warmth and light. For of the family, as we settle down the evening's work, or play, or conversation with each other and member joyously our days of companionship and experience!

Perhaps we sing together,

"For the beauty of the earth
For the glory of the skies,"

although for some of us that moment of singing will have come when we stood at the window, or as we saw the blazing wonder of color on the autumn hills.

It may have been as we looked with a magnifying glass at the structure of some delicate seed, or the veins in a scarlet leaf, or as we gently worked together, pressing with wax paper the leaves of a glorious branch of vine-maple, then we have quoted softly, "How manifold are thy works, O Lord."

Then on a morning we wake, though it is still fall, to a deep frost or even find that the grey rain has by the magic of cold been transmuted into an early snow. Even the dog rushes out to run in new circles in the delightful fluffy snow and our minds are comforted against the bleakness of the coming winter with the promise of protection of the snow. With the mounting sun it is gone. But most unconsciously we have spoiled the words, "Thou givest snow for winter," and we know again that on the far mountains the earth already being covered with the winter which summer will need, has thus in a glory of whiteness abated the earth into which it will come when its hour is come. And our hearts turn again in thankfulness to the wisdom and power of God "who doeth all things well."

—Gedge Harmon



HILE HUMMING A TUNE taking a cake from the oven, the calm of the air was suddenly shattered by shrieks and whoops, beat-beat-beat of a drum, and twang-twang-twang of a tinny guitar.

Going into the next room, I was about to flip off the offensive television but instead I stood transfixed by what I saw. Hundreds of teenagers were whirling, twirling, dancing, and swarming to the raucous "beat," adding their own screams to the din.

I snapped off the TV and sank into a chair, breathing aloud, "Readers of Tomorrow!" Disraeli's sage saying came to my mind, "The youth of a nation are the trustees of posterity."

The current newspaper on my table seemed to scream, too, from inside headline: "Juvenile crime in Philadelphia Cost Taxpayers Ten Million Dollars This Year." My husband showed me a clipping from a paper headlined, "Forty-two per cent of crime in this city last year was laid to boys between fourteen and seventeen." While listening to the news I heard, "Two teen-agers have been convicted here of first degree murder." I shivered all over.

We Christian parents splutter and fume over the viciousness of many degrading influences upon our young people, but when are we going to try to understand WHY they behave as they do? How can we help them to have better attitudes? How and where have we parents failed them?

A panel of well-known educators, including a religious college man, recently discussed on television this disturbing subject, suggesting that for one thing our TV programs should be raised at once to a higher level since so many viewers are impressionable children and teen-agers. One of the panel, an artist, contended that artists could use their ideas and talents for definite good. "Freedom to create whatever an artist pleases should never be 'license' to hurt the beholder. Likewise, those who create reading matter have no

developing appreciation for the arts

by Rachel S. Browne

Art that has become part of the heritage of the church could be used in the home more frequently than is now the case. Here is Pietro Benvenuti's interpretation of Christ blessing little children (Italian, 19th C.).

Photo by Three Lions



The author is a teacher of music and has writing as one of her hobbies.

moral license to present low, depraved thoughts and suggestions for their readers." Music, as heard on records, radio and television, was discussed as seriously influencing our young people. "The recent rage for rock-and-roll has definitely down-trended the tastes and morals of today's youth."

The moderator asked, "Is there any real help for this situation?" and quickly a panel member answered, "Yes, if enough concerned people will act, here is one suggestion. I know TV and radio programming well enough to guarantee that if hundreds and hundreds of letters of protest or complaint reach the manager, he will be compelled to remove the program. Also hundreds and hundreds of requests for a certain 'good' program will put it on the TV or radio. There are all too few programs on art or music or fine literature." Then as an aside to another panelist he remarked, "We are great fussers and complainers, but very little real action for a good cause is ever accomplished. Not enough people really care!"

Radio, television, and record players are in most American homes. As Christian parents, are we simply going to helplessly throw up our hands even when we are aware our children are listening to or seeing demoralizing programs? Who is responsible for guidance in our homes—the parents or their young people? Let's get our responsibilities straightened out and in working order by taking the lead in providing high, moral, and Christian motivations in our young people. Home is the first place of influence.

I remember a verse which I learned years ago; it is Proverbs 22:6: "Train up a child in the way he should go, and when he is old he will not depart from it." In other words, when a child is brought up in a home of Christian principles—which include kindness, truthfulness, unselfishness, forgiveness, and other Christian traits—he isn't likely to become a delinquent.

In addition to this basic training, an interest in the Fine Arts will greatly develop good taste.

Our citizens of tomorrow are in real need of good art, good music, good literature, good manners, good hobbies, neatness, clean thinking, and an appreciation of the better things.

Frequent attendance at exhibits of great art or at concerts of classical music will stimulate taste for the best in entertainment. Books which reproduce and describe in detail great paintings, sculpture, architecture, music, and drama are available in all public libraries. One of the first requirements for culture is a knowledge of good literature. This is also in the pub-



Photo by Sylvania Electric

Display of pottery or statues calls the family's attention to form, texture, line, and color.

lic library, as well as in some paper back editions. Thrift shops and used furniture stores often yield very good examples of art for a wide-awake purchaser, such as a Chinese rosejar, a carved picture frame, a classical statuette; a small piece of furniture which may be rubbed down to a beautiful grain, a choice bit of colored Venetian glass—oh, innumerable treasures!

Recently, I visited in a home where lived parents and their three children, ranging from seven to sixteen, and their grandmother. This modest home was a delight. The living room boasted a "music corner." A violin, a cello, and a flute, as well as the upright piano—bought at a low price through

a local newspaper advertisement—were in one part of the room. An excellent colored print of "The Lute Player" by Strozzi hung on the wall above the piano. Across the room was a record player and a stand of fine records. The entire room seemed to breathe good taste and hospitality, yet I saw nothing elaborate or expensive. Wherever I looked I saw something interesting and always in good taste. On the mantle, over the small fireplace were several choice possessions of the family—a handsome Irish setter dog, carved from mahogany by an inmate of a prison; a small water jar and cup from Turkey, a pair of hand-wrought candlesticks, accomplished at a night school class, and in the middle of the shelf was a softly ticking china clock. Above all this hung a copy of the lovely, "Madonna of the Chair" by Raphael.

The musical instruments were not mere ornaments, they were used by the members of the family—even Dad kept up his cello! They combined their music with others in the community at once a-month get-togethers. This project was called, "Just for Fun," because everyone who wished to do so might join in without embarrassment. Many of the young people in the community took so much pleasure and interest in the music-evening that local music teachers took on many new pupils. Since much of the best in music has been available on inexpensive records, a large record library is growing in their town for public rental. I had never seen this done before.

There were other evidences of efforts to combine good taste and culture with Christianity.

On walls in the dining room were two well-chosen reproductions of fine paintings—Da Vinci's well-known "Last Supper," and Picasso's "Gourmet," done in his "blue" period. In the front hall hung a print of Daniel Chester French's "Lincoln," from the memorial in Washington. Each bedroom had its "special" picture. My youngest hostess, only seven years old, loved her brown rabbit by Durer called "Hare." Carol

fourteen, had chosen Vermeer's, "Head of a Young Girl"; Brother Bud had put up a striking print of Lautrec. The father and mother had chosen the superb "Alba Madonna" by Raphael. Grandmother had on her walls several prints of delicate Japanese paintings.

Real community spirit was evidenced next morning as a troupe of young people, with free time on Saturday, hustled into the basement to work on hobbies. Simple ceramics were being made, with

kilns for their finishing; small saws were used for cutting out wooden toys; a sewing machine was already humming as a young girl was finishing a pretty blouse. "Not bad at all," I thought; as I looked up, there was Grandmother overseeing the shop. Up the street the Greens were rearranging their basement to accommodate a group interested in forming a ukulele club. Sunday evening we all attended an informal community singing, in a home where one of the

young fellows was an unusually good guitarist, and who accompanied the voices in singing old songs and hymns.

As you may imagine, I returned home with my earlier "blues" somewhat faded, for I could see great possibilities of a cultural recovery for our families and our whole communities through a serious revival of family worship and an interest in the Fine Arts.

(See Meeting Plans on pages 22, 23)

by Hilda E. Allen

bIBLEGRAM

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings.

Reading from left to right, you will find that the filled pattern will contain a selected quotation from the Bible.

A Wearing apparel for the foot	112 21 39 124
B Division of a baseball game	9 23 61 49 27 88
C Winter headgear	116 46 54 106
D Book of the Old Testament	60 118 25 71 6 33
E Leader	62 11 86 56 36
F Where Tom Sawyer and Huckleberry Finn liked to go	35 95 89 1 58 98 53
G Animal that represents the State of Minnesota	51 83 14 65 74 30
H Ladies wore them to make their skirts stand out	41 105 15 110 63
I Mamma Kangaroo's baby carriage	76 66 111 79 45
J This one and that one	47 126 17 108
K Chicken	10 104 81 113
L Closed	7 87 92 67 5 50
M Forehead	84 85 101 44
N Musical instrument that sounds like a whistle	102 12 22 38 77
O Married women	3 97 122 19 72

P Combat	40 26 90 73 94
Q In what place?	107 18 80 48 31
R Put out, or evicted	2 13 75 8 34 59
S Hesitate in believing	96 55 68 4 24
T Long-necked, white, water bird	28 64 123 16
U The chief part, or point	43 120 114 127
V Norway's capital	91 100 70 109
W What Paul Revere looked for	121 42 99 82 57
X Girls	20 78 125 93 52
Y Suitcases	69 29 103 119
Z Gadgets on which golf balls are poised	32 117 37 115

(Solution on page 28)

	1	2	3		4	5	6	7	8	9	10
11	12		13	14	15	16		17	18	19	20
21	22	23	24	25	26	27	28		29	30	31
32	33	34		35	36	37	38		39	40	41
42	43		44	45	46		47	48	49	50	51
	53	54	55	56		57	58	59	60	61	62
	64	65	66		67	68	69	70	71	72	73
75		76	77	78	79	80		81	82	83	84
85	86	87	88	89		90	91	92	93		94
96	97	98	99	100		101	102		103	104	105
	107	108	109		110	111	112	113	114	115	116
118		119	120	121	122	123	124	125	126	127	

To Walk in DARKNESS

by Irma Hegel

TERI GRANT SAT before her desk, the desk lamp shining on her wheat-colored hair. A honeycomb of brilliant light gleamed from the sprawling aircraft factory just outside her window.

"Miss Grant, it's after six." Elaine Robey's voice sounded at her elbow. "Are we working overtime?"

Teri looked up at her secretary. "Is it that late already? You shouldn't have stayed, Elaine. Your children are home, waiting for you. With me it never matters."

"I had to know." Elaine's steady brown eyes met her blue ones. "About the transfer to Mr. Clark's department in Plant Two, I mean. If you take the promotion and the raise in salary, I will get a raise, too. That is, if my work has been satisfactory."

"Of course, it has," Teri snapped. "But work with Bradford Clark?" Her full lips twisted bitterly.

"Mr. Clark is from your own state of Indiana."

Teri nodded glumly.

"Are you already acquainted with Mr. Clark?"

"We won't discuss it, if you please, Elaine."

"I'm sorry." Elaine moved off. She was a pretty woman with her dark hair and round child's face. A capable secretary, too.

Teri thought it must be hard for a woman to be widowed as young as Elaine had been and be both father and mother to a lively pair of preschool daughters. Once Elaine invited Teri to her walk-up apartment on a Sunday. The little girls went to the primary class. The two women had attended church together. The music was beautiful, the people cordial. The minister used for his text that verse from 1 John 2:11: *He who hates his brother is in the darkness and walks in the darkness, and does not know where he is going, because the darkness has blinded his eyes.* Teri remembered being singled out, almost as if the sermon had been directed at her.

She stayed away from church services after that. When Dad was alive, they had never missed a Sunday service. Oh, there were other things to take the place of church: work and more work, money and more money.

Rightfully she should have been chosen to head the plastics department. Western Aircraft had to select Bradford Clark, a complete outsider, and all the

tragedy of an accident that had happened eight years ago had returned. Of course, the man wanted her in his department. It was her new design of plastic-faced discs in the place of steel already in operation in the plant. Bradford Clark would look at something like that first. A name like *Grant* would have slipped his memory. Maybe he thought the insurance had covered everything—a human life, years of companionship and love. How she hated him. Refusing to attend the conferences where he was present. Increasingly thankful that he worked in Plant Two while she remained in Plant One.

Up to the present her hate had been a private affair. Now Elaine was becoming involved in it. Elaine who needed the raise and who probably would be shifted to a smaller, less highly paid position in the main office when Teri resigned as she fully intended to.

Teri switched off her light and pulled on her beige coat. Light hair, light coat, light pumps. Even in the darkness she was a bright spot against the gloom. She walked swiftly out to the corridor. Third shift workers were moving in an unending stream toward their departments. She stopped to let a few pass.

"Miss Grant!" Harry Nyder's voice. "How's the ankle these days?"

Teri turned to face the tall, sandy-haired factory worker. "I have forgotten all about it. I hope you didn't have Missy killed as you threatened to do."

Harry Nyder glanced down at his lunch box. "I did promise. Missy gave you a nasty bite."

"It was merely a scratch. The dog had had rabies shots. I was never in any danger. I might have been partly to blame. Your wife and children were waiting for you in your car that night. I stopped to pull up the sling on my pump. The dog must have thought I was making a move toward your car and she leaped from the open window."

"Missy had lost her pups, Miss Grant. That was when she started snapping at strangers, at my kids and wife, too. We thought we would have the vet put her to sleep. Then my brother brought the kids a couple of ducklings from his farm. My wife was sure Missy would make short work of those ducklings. But do you know something? That dog sensed those

Up to the present her hate had been a private affair. Now Elaine was becoming involved in it.



—Bettye Brown

ducks' helplessness. Adopted them like they were a pair of puppies. Carries them around in her mouth even to this day, and never so much as ruffles a feather. Missy's become the gentlest dog you have ever laid eyes on. That's the wonderful part about helping the other fellow. Evaporates any grief or hate we have inside us and turns it into love. That goes for humans as well as dogs."

Teri stared into the smiling, factory-worker's face. Harry Nyder was the last person in the world she would have expected a sermon from and yet in this simple story he had touched the crux of her own problem. The first step in moving toward the light could very well be that of helping someone else—Elaine.

"Well, I just thought I'd tell you Missy is still alive and reformed," Harry Nyder continued, puzzled by her silence. "Good night, Miss Grant."

"Good night," she murmured. "And thank you, Mr. Nyder."

"For what?"

"For telling me about Missy."

Abruptly she turned from the exit gate. Bradford Clark might still be in his office. She would ask for Elaine's promotion. That much she owed her faithful secretary.

She walked through the tunnel to Plant Two. The factory was well lighted and bristling with activity. Only the offices were dark and empty for the clerical staff rang out at five. She pushed on until she reached the office marked *Bradford Clark, Plastics*. A light was glowing inside the glass panel. She knocked.

"Come in," a hearty voice called.

He was seated behind his desk, a big man, well built across the shoulders, his dark hair slightly gray at the temples. The eyes that looked up were intelligent and kind. She had imagined him to look wholly different.

"Mr. Clark?" She tried to keep her voice from trembling, her emotions under control.

"That's right." He nodded. "Something I can do for you?"

"My name is Teri Grant."

He jumped, pulling out a chair. "Please sit down, Miss Grant. I've been trying, with considerable disappointment, to get in touch with you. Since plastics will be all in one department now, I want our most capable designer here. I suppose you know that."

"I'm leaving the company, Mr. Clark."

"Why?" He looked startled. "We have promised a substantial increase in salary. Surely Mr. Ihrig told you that."

"That's why I want my secretary, Mrs. Robey, to make the transfer. Mrs. Robey is an efficient worker. The promotion would mean a great deal to her."

"It was understood that Mrs. Robey would come with you."

"But if I don't come?" Teri persisted.

"What possible reason could you have for not coming, Miss Grant?"

"You," Teri said simply.

"Miss Grant, I never saw you before tonight. How could I have offended you in any way?"

"Eight years ago you killed my father," Teri went on stonily. "A head-on collision near Indianapolis. I've never forgotten that signature on the insurance claims. My father and I were very close. He was all I had."

"I'm sorry about your father's death, Miss Grant, but I was not the Bradford Clark in that other car. I graduated blind from State University. A football injury. It wasn't until five years ago that surgery cured my blindness. A blind man learns to do many things. Perhaps driving a car is the lone exception."

Teri clasped her hands between her knees. She leaned forward in her chair. "How could there have been another Bradford Clark from Indiana?"

"Clark is about as common a name as Smith, Miss Grant. Somewhere in Indiana there might very well be several Bradford Clarks. I understand your attitude now. I remember hating football for a long, long time." He opened his desk drawer and drew out a Bible. "Our minister brought me a Bible in Braille on one occasion. The answers were all there. I stopped asking God why he had done this to me and began asking what I could do for him. My eyes were still blind, yet the walk in the darkness was over. I started coaching football to a group of underprivileged children. They were my eyes. I could give them a little of my experience. Something about helping."

"Like Missy and the ducklings," said Teri.

"Missey? Ducklings?" Bradford Clark looked puzzled.

Teri laughed. It felt good to laugh freely again. "It's a true story Mr. Nyder just told me about a dog who was a plain old meanie until she found a pair of ducklings to mother."

Bradford Clark rose, smiling. "Suppose you tell me the story over dinner, Miss Grant? I haven't had my meal as yet and I hope you haven't either. While we eat, I can show you a record or two to prove that that I'm not the Clark involved in that collision."

"Suddenly," said Teri, "it wouldn't matter if you were. What happened was an accident and my father would have been the first to forgive the other driver. He was like that. I've never lost my sight, yet I was walking in darkness in the same way that you were. In that Bible on your desk is a passage about walking in darkness. You already know it. I'm only beginning to learn. Thank you for your dinner invitation. I'm really hungry."

Bradford Clark pulled on his overcoat and took her arm. They walked from the office together. At the door he switched off the lights and the room lay in darkness, but all the brightness was before them, scintillating, twinkling, waiting.

Voting— a “Must” for Christians

by Margaret Troutt

“WHAT WE NEED are more Christians running the government” or, “Why can’t we have good, honest government?” are complaints that we hear all the time.

Most people feel free to criticize government—on any level. Often there is good reason for criticism, but Christians who fail to exercise their prerogative to vote share the blame if government does not con-

form to their code of ethics.

Women especially are lax when it comes to casting their vote at the polls. It seems strange that intelligent women will excuse themselves by saying, “My vote wouldn’t make any difference.”

Remarks like this have earned women the label, “inconsistent.” When we remember the prolonged fight women made less than fifty years ago for the privilege of voting, we wonder why so many do not bother to vote today.

Christians sometimes overlook the fact that they are citizens of their country as well as of heaven. Good citizenship means participation as well as telling others what to do.

Before election day, every adult should learn something about the candidates whose names appear on the ballot. It is almost worse to vote for people we know nothing about than it is to fail to vote.

We should not be too lazy to do a little research into the background of the men and women who want our vote. Why not check to see if they are concerned about issues from a Christian viewpoint?

Remember this—in spite of the fact that people insist, “religion and politics don’t mix”—if we are truly concerned about good government, we must judge issues and men in the light of our Christian faith.

Christianity isn’t something one can put on and off like a suit—not if it is the real thing. The politician who has been an active member of his church is probably more likely to think the way we, as Christians, would think about civic and governmental matters that concern us.

It helps to speak up for a candidate before election day. Our positive endorsement of a person whom we consider qualified may win the support of an indifferent or non-informed friend.

On election day, we, as responsible citizens, will, of course, cast our vote. It might be well to remind ourselves that only those who vote have really earned the right to discuss government.

—Photo from the author.



Deanne, 1971

by Sherman R. Hanson



"How's This?"

CAN'T SAY I LIKE that on Deanne, that Gabor-esque pose. She has lovely possibilities.



I would like to see her develop them. Since I know she has queenly qualities, I hate to see her playing the courtesan. But I cannot interfere in this "fitting" session. Deanne and her friends have a right to privacy in her room. She and they must be free to try on various personality traits for size. She and they, helping one another, must decide what accou-

trements to their personalities will look good on them and be good for them, now, and in 1971. I can offer a bit of parental counsel and guidance now and then, indirectly. For direct criticism they depend upon each other. And it looks like Deanne's friends are not going to let her go too far with this Glamorina bit.

There is Deanne, or Diane, Diana, Dinah, or Dee. And there is Mary, or Marie, Maria, Miriam, or May. And there is Betty, or Bette, Bettie, Bettye, or Bet. There is today's girl trying on various personality adornments she might wear as tomorrow's woman. It is her right, her privilege, and her responsibility to discover her personality and select personality traits that are "right" for her.

The selections Deanne makes in many "fitting" sessions like this are important. In them she chooses parts of what she will be. The mannerisms, attitudes, and poses she "buys" will become part of the personality she will wear in 1971. She will wear it, perhaps, behind a blonde desk in a carpeted office. Or she will wear it with a trim stewardess uniform in a luxurious jet plane. She will wear it to meetings of the PTA. She will wear it to church. She will wear it as her husband takes her for an anniversary dinner at the Country Club's cafe. The aspects of personality she will wear in those 1971 experiences, she is selecting now.

Deanne, in these adolescent years, has to find herself in her world. Deanne has to have opportunities to look within and about herself and find and adorn the elements of her own personhood. As she looks and hunts she will see different things in herself. She will compare them with things she sees in other persons. She will see certain things in me. Some of them she will like; some of them she will not like. She will see traits in other adults. Some of them will look desirable to her; some will not. She will see characteristics in her own friends, associates, and acquaintances. Some of these will be attractive to her; others will not. She must sort out

a million different impressions of personality. She must choose what she feels is and can be her. She must find and adorn a self, a personality that is pleasing and fulfilling to her. She must make herself into a person she is proud of, and proud to offer to others in various relationships. She must fashion an individuality that wins acceptance from Mary and Betty, and from society at large. She must make herself into a person who belongs, who is worth something to herself, her fellows, her world, and to God.

A teen-ager's behavior must always be judged with reference to her or his efforts to find herself and become a self that is acceptable to herself and others. Knowing what underlies all the giggling, guffawing, loud talking, and screaming now sounding from Deanne's room, I do not get restive. The girls are not cutting up. They are not being silly. They should not be considered annoying. The girls are testing various personality images. They find images within themselves. They look at the images others project. Right now they are finding images in magazines. One tries on an image. The others react in a way that tells her how it looks. I must leave them free in this task. I must not by any cough, word, or attitude show awareness or irritation. I must not in any way "crab their act."

As I said, I cannot directly relate myself to the "fitting" that goes on in Deanne's room. Yet, I have a great parental stake in what Deanne and her friends "buy" there. There are things I can do which will affect what they "buy." I can be a person in whom they see traits worth trying on. I can help my church—Deanne's church—build the kind of youth program that confronts Deanne and her friends with Christian traits worth trying on. I can make it possible for Deanne and Mary and Betty to go about the task of exploring their world and fashioning selves fit for it, all in their own way, and yet with reference to a growing awareness of God and his will.

If, in my home, church, and community I can create a Christian environment, Deanne and her friends can better work at their job of testing and choosing. They can then be "guided by the Gospel." They can find and "buy" personality traits that are satisfying and Godly. They can fashion individualities that are pleasing to themselves and to God. They can grow into persons acceptable to others and their Creator.

As Deanne and her friends laugh, play, tease, and experiment, I hope they become aware that they are—each one of them—special individuals. They must each build a special individuality. God created each of them, and every person, as a distinct and individual being. Deanne needs to find her own special self. Mary needs to discover and be her distinct self. Betty needs to develop her unique personhood. As the girls go about this "fitting" business, I pray. I pray that out of all the things Deanne tries on, she chooses those which help her to be her. I pray that she will do more than choose some "used" thing of Cleopatra's, Clara Barton's, or

(Continued on page 28)

THE MAJOR RESPONSIBILITY for the spiritual nurture of the children born to them rests upon the parents. Character is formed in the home, personality developed, loyalties kindled, and faith of some kind acquired. The church school can give guidance but the home is the principal teacher during the early formative years.

Parents are "teaching" every minute of the day, by every word they speak, the tone of their voices, the expression on their faces, their attitudes toward the members of the family group. Therefore, the "feel" of the home atmosphere is important.

The pattern of the home must be Christian, with its members showing a basic eagerness to know and understand our world as the creation of God the Father. There must be evidence of reverence for life, of belief that all men are created in God's image, that individual persons are children of God and as such have responsibilities to him and to each other. There must be attitudes of respect for each individual as a person, whether black or white, child or adult. Parents must first know what they believe before they can hope to nurture their children in the Christian way of life.

Since attitudes are caught, rather than being primarily taught, worship is best learned in the family. In a home which shelters a warm, loving, closely knit family, where there is a feeling of togetherness, prayer is natural. There can be many spontaneous worship experiences for the small child in familiar surroundings with persons whom he loves and trusts, who understand him and are sensitive to his needs.

Family life is enriched and strengthened by regular "planned" periods of worship, such as observing the saying of grace at mealtime, the reading of the Bible, singing hymns, praying.

Richard E. Lentz in *Christian Worship by Families* writes that worship together in the home contributes a sense of unity and pur-

pose. He also writes in *Hearthstone* that to be significant family worship must be worship—not discipline, nor discussion, nor a class in public speaking.

In the nursery section of *The Bethany Guide*, January 1960 issue, Harry L. Moore pointed out that you can lead a child to the worship center but you cannot make him



—Clark and Clark

Pictures from the church school picture sets that accompany your child's studies are relatively inexpensive. They are helpful in the home, too, especially when using one or two verse stories from the Bible with small children.

The author has a Master in Religious Education degree, two daughters, and is married to the minister of First Christian Church, Hopkinsville, Kentucky.

by
**Kathleen
Trover
Davis**

pray. And thereby parents meet
their Waterloo.

How can they lead their children
to vital worship experiences? The
definition in the dictionary for
"perceive" is: to obtain knowledge
through the senses—see, hear, feel,
to understand; to become aware of
a thing through the mind or senses.

Children remember and under-
stand more of what they see than
what they hear, but if they can see
and hear at the same moment, the
impression on their minds is in-
tensified. Thus as one strives to
lead them to know God, one should
make use of all of their senses, to
heighten and enhance their under-
standing.

Pictures to illustrate songs, Bible
verses, and to make characters in a
story seem real are even more
meaningful if the child has been
allowed to choose from a group of
pictures those that "say" the same
thing that the Bible verse does to
him. He wants to handle and
"live" with them. Anna Laura
and E. W. Gebhard in *Guideposts
to Creative Family Worship* on
page 70 suggests the making of a
hymn poster as a wonderful rainy-
day activity for children. Primary
children (6, 7, and 8 years old) en-
joy "matching" pictures and the
words of a much loved song such
as "All Things Bright and Beauti-
ful." Finding, cutting out, and
mounting pictures that illustrate
ideas or phrases in a favorite hymn,
then printing the words will en-
hance the child's appreciation of
the hymn and the message which
it seeks to bring as the family sings
it together in worship. Many
Bible verses such as "He has made
everything beautiful" lend them-
selves to this type of activity. Re-
becca Rice prints a list of scripture
references suitable for illustrating

on page 124 in *Creative Activities*.

Women's magazines, *National
Geographic* magazine, travel maga-
zines, pamphlets, folders, magazines
on missionary work published by
denominations, picture sets, and
leaflets used in the church school,
and old Christmas cards are good
sources for pictures of this type.

A hand-printing press can be
used to print the words. Junior
children (9, 10, and 11 years old)
make beautiful illustrated song
charts such as the one on page 50
in *Creative Activities*, using the
hymn, "For the Beauty of the
Earth."

Art, like music and drama
arouses emotions, creates attitudes,
atmosphere and moods. Through
these media, religious educators
seek not so much to teach facts
as to stimulate emotions of rever-
ence, awe, and thankfulness; to
create feelings of love and devotion
to God and his Son, Jesus; to foster
unity and fellowship; to arouse
feelings of brotherliness and con-
cern for other peoples. The dif-
ferent media complement each
other and should seldom be used
alone.

Lucia Corbin in an article, "Pic-
tures in the Christian Education
of Children" in a special issue of
the *International Journal of Re-
ligious Education*, February 1959,
dealing with art in Christian Edu-
cation writes that children like pic-
tures that demand an emotional
response on their part. They like
art forms that present an intense
and personal statement, rather than
a labored imitation of nature—a
landscape by van Gogh rather than
a conventional calendar scene.
They all like exhilarating and
dramatic color, action, and move-
ment. The response to such art
may be worshipful or it may be
humorous, sorrowful, idealistic or
fantastic, varying with the viewer
according to his own experience.

Much art and music is cheap
and tawdry. Pictures may be weak
and sentimental; music, even
hymns, may be jazzy, inducing
emotions that are far from wor-
shipful.

Then how can the ordinary lay
person, one who has had little art
and music appreciation, know

what pictures, hymns, and listening
music to use to achieve the desired
purposes in his family devotions at
home, and where can he secure
these resources without purchasing
them?

The church can be of invaluable
assistance in this area. Church
school literature provides "reading"
books which are given to the chil-
dren to be used at home. Much
of the resource materials needed
is included in these—illustrated
stories, hymns, reproductions of art
masterpieces, poems, scripture ver-
ses. How much more meaningful
these will be to the child if shared
with his family in the "together-
ness" of a family worship experi-
ence. How much closer the fam-
ily will be, as a group, when these
experiences on various age levels,
are shared by the whole family.

Talk with your child's church
school teacher. Ask to be shown
the flat pictures that come in sets
to be used with various units.¹ The
junior department, in addition to
the teaching pictures has a set
chosen especially for worship. These
are particularly lovely; many are
large and suitable for framing;
others can be taken to an art shop
and for fifty to seventy-five cents
each can be mounted on heavy tag
board and waxed. Thus they can
be displayed effectively on a simple
easel made from plywood or cor-
rugated cardboard. An inexpen-
sive bottom-back frame can be
purchased and the pictures rotated
if you would like to purchase a set.
Many of these prints are suitable
for use with teen-agers and adults.
Altar triptychs, for use in display-
ing pictures for worship centers,
described on page 79 in Gebhard's
*Guideposts to Creative Family
Worship*, can be simple, cut from
construction paper or more elabo-
rately made from plywood.

Your church library may have
religious pictures on file for lending
purposes. Large city libraries
frequently lend both pictures and
recordings. Your church may own
slides and filmstrips which you may
borrow, also records.

The Gospel in Art by Albert

¹Nursery, kindergarten, primary, junior quar-
terly picture sets may be ordered from either
publishing house listed on inside front cover.
Each set is \$1.50, except Junior set, \$1. Three
junior worship picture sets sell for \$3 each.

Bailey and *Christ and the Fine Arts* by Cynthia Pearl Maus are resources for interpretations of pictures. *Gospel in Hymns* by Albert E. Bailey and *Lyric Religion* by H. Augustine Smith will give help with hymn interpretations.

If an interpretation of a hymn or picture is being used, it should be presented with such understanding and appreciation that the message will be perceived.

Singing together spontaneously and unaccompanied is an enriching and satisfying experience for the family group. What pleasant memories one has of singing together at camp, in the car, or on picnics. Gathered around the piano in the living room singing just for the joy of sharing oneself with others in a close-knit family group helps to express one's deepest feelings of reverence and gratitude.

Quiet, restful interludes of listening to organ music, oratorios, and great hymns sung by trained choirs fosters unity in the family and helps it grow toward God.

The purchase of hymnals is a good investment, if not for each person at least one of several compilations for the pianist. Older juniors who are studying piano enjoy owning a copy of *Hymns for Junior Worship* which includes some good instrumental music, also listed scripture references. *Christian*

Worship—A Hymnal will be the one the family uses together in Sunday worship. Why not give your young pianist a leather bound copy for Christmas or a birthday? It "stays open" as you play and one high school girl of my acquaintance treasures her copy so much that she carries it with her to church encased in a plastic protector!

The family or some member of it may want to create a picture or a stanza of a hymn. Children would much rather draw what the story says to them or how the music makes them feel than to color pictures in a colorbook. Try finger painting a psalm and then use it with the scripture.

Take your own pictures of nature subjects when you are on a trip or when you want to remember how your lawn looked when you awakened to a snow-covered world, particularly if snow is rare in your part of the country. Make slides to use with a 35mm projector or in a stereoscope.

Sing hymns that are seasonal to heighten the family's sense of dependence on God, the Creator of the world. "The March of Days," Number 25 in *Hymns for Junior Worship*, will deepen the appreciation of the fairyland, snow-en-shrouded world and with a prayer of thanks on a wintry morning will help the family gathered around

the breakfast table feel very close to God. "Come, Ye Thankful People" sung in the fall, the beloved Christmas carols and hymns "All Creatures of Our God and King" used in early spring as the heart lifts in joy and gladness, "This Is My Father's World"; how better can one worship than by singing praises to God, the Father?

Vivian Sharp Morsch in *The Use of Music in Christian Education* lists graded recordings for various age groups, describing the album, even including the addresses of record companies, which are excellent for reference. A chapter on "The Study of Hymns," lists twenty-five hymns to grow on

Parents, then, are primarily responsible for the spiritual nurture of their children. The church school will be glad to help but it is in the home, in life situations that the most effective religious teaching is done. The atmosphere in the home is important, attitudes of reverence and worship portrayed by the members of the family are caught, not taught. The parents who live and move and have their being in God will leave a rich heritage of memories and a vital faith for their children no matter how poor they may be in worldly resources.

(See Meeting Plans on Pages 24, 25)

KNOW YOUR HYMNS

by louise d. phillips

WHO WAS THE COMPOSER of these favorite hymns?

Find his name in these hymns.

Place the correct letter in the blank space. Read downward.

J	O Morning Star So Fair and	—right
I Am N—t Skilled to		Underst—nd
Light of Lig—t, Enlighten Me!		c
All Gifts —re Thine, No Gift		—ave We
—ow Woods and Fields Are Sleeping		
Let My Life Hid I— Thee		
O —acred Head, Now Wounded		

The composer's name is -----

Let me introduce him to you.

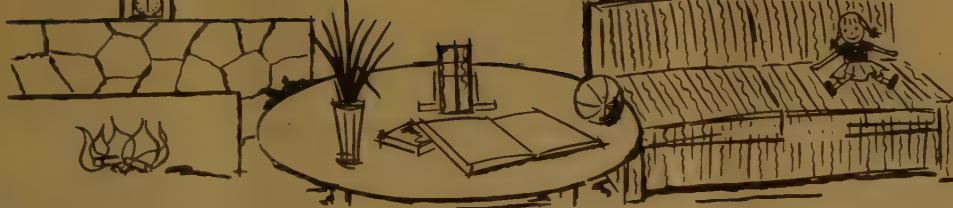
His father was a violin player in a town band and taught the boy until he was ten years old.

Besides his general education, he was trained for the church choir.

He played the clavichord and later the organ and is now regarded as the world's greatest master in composition and playing.

To him belongs the method of tuning by which piano players can play in all keys and the mode of fingering which brings all the fingers into use. He lived from 1685 to 1750.

(Answer Johann S. Bach)



for parents

FAMILY WORSHIP

There are pleasant experiences to be enjoyed in every season of the year. As the days come and go, each one brings its own peculiar cause for rejoicing and giving thanks to God. At every time of year, the family has reason to give thanks for God's plan for the seasons. (See "The Voice of Autumn," p. 1.)

There are, of course, families who live near the tropics who do not see the radical changes of season that are enjoyed in the temperate zones. However, some changes do come in the migration of birds and in the changing colors of plants and shrubs. These bear witness to God's plan for his world.

Changes in the seasons may lead families to think about and express thanks to the One who created the dependable and orderly plans for his universe. As you and your children see the long V of migrating ducks, as you enjoy the beauty of leaves burnished to flaming color, as chill winds blanket the ground with snow, pause to worship God the Creator of this wonderful world and giver of good gifts.

Growing Appreciation

Young children quickly and easily catch the attitudes and feelings of those about them. If you are sensitive to the evidences of God's good plan for his world, your children will be likely to develop the same appreciation.

For example, you may say, "I like the beautiful colors of the leaves in the fall. I'm glad God gave us seasons like fall." Or, "God plans food to grow so we can harvest it and eat it. Thank you, God," may help your children to know that you maintain a daily relationship with God. It is through hearing you express your thanks and appreciation that your children learn to feel and express their own. Much of this may come in moments of spontaneous worship. Periods of more formal worship are important, too. These help the child to begin to know something of the form and the language of group worship.

Planning Group Worship

Let your children share in the plans for your periods of family worship. Because they may not have the background or experience to select themes, you may choose them. As you discuss ways in which you may worship God, accept as many of their suggestions as possible. The process of planning and carrying out a service of worship will do much to help your children develop appreciation for and

establish a relationship with God. For example, when children read with any skill, they may read a brief passage from the Bible, even if they must have some adult help. They may read a poem. They may sing with other members of their family. They may retell a familiar Bible story. They may express their gratitude in their own words in prayer or join with others in a memorized prayer. They may share what a picture makes them think about God. Active participation of this kind is most important.

Creating a Mood for Worship

This suggests that some groups are helped to worship by a spot of beauty. The theme for this month can be suggested by arranging a beauty spot that contains fall leaves, an arrangement of fruits and/or vegetables, perhaps a picture, and the Bible open to one of the verses suggested for use on the following pages. If your family is helped by such a setting, the children may assume responsibility for arranging it.

Use Your Bible

The Bible has much to say of God's plans for the world. During this month you may want to read for your own thinking some of these passages: Genesis 8:22; Psalms 19:1-6; 65:9-13; 92:4; 126:1-3; Proverbs 27:26a; 31:13; Matthew 6:28-30. As you read

and meditate, look for all the implications in the passage for the theme of the month, and for the themes suggested for each week: The Beauty of Fall, first week; Changes in the Weather, second week; Warm Clothes, third week; and Happy Times in Fall, the fourth week. This kind of reading will enable you to enrich periods of worship with your family. Think, too, of ways to use with your children, the verse suggested for each week.

Resource Materials

The next four pages contain resource materials which you may use as your family worships together during this month. They may be used informally, or they may be fitted into an order of worship. As you find materials suitable for worship in your child's church school books and papers, or in any other source, use them as you have opportunity. On the next four pages the age suitability is indicated thus: (K) with preschool children; (P) those in grades one through three; (J) grades four through six. No mark means it is suitable for use with all ages.

Theme for October:

God's Plan for Fall

Kurt's Tree (K)

Kurt loved to play under the apple tree. The limbs hung down close to the ground, and when they were full of leaves, Kurt felt as if he were hidden from view.

Today Kurt played under the tree while Mother hung the clothes outside to dry. Kurt sang as he played.

Suddenly a bird sang above him. Kurt looked up into the tree. Something red caught his eye. Quietly he crept away from the tree.

"Mother," he whispered, "there is a bird in the apple tree and it's singing to me. Come, see."

Mother followed Kurt. When they were under the tree, Kurt pointed. He could see the red, but it was not a bird.

"What is that?" Kurt asked.

"That's an apple," Mother said. "They must be ripe, and none of us had noticed. I'm glad you saw it. Isn't it pretty?"

Mother reached up and pulled the apple from the branch. She rubbed it briskly on her apron. Its color glowed in her hands.

"How did it get so pretty?" Kurt

asked, wonderingly.

"God made apples so that, as they get ripe, they turn from green to red," answered Mother. Then she said, "Thank you, God, for red apples," and gave it to Kurt.

Beauty Everywhere (P,J)

It was a beautiful fall. The family had planned a cookout for Saturday. They awoke to find it raining. "Wouldn't you know!" Allan said angrily. "It would have to rain the one day we could cook out. Now we won't get to see the leaves!"

"There will be nice days before fall is over," Mother said.

Alma was standing quietly looking out of the window.

"What are you looking at?" Allan asked curiously.

"The sky," Alma said calmly. "I've never before noticed how many different shades of gray can be seen in a rainy sky. Look over there," Alma pointed. "Doesn't it look as if a giant had brushed black paint across the sky and forgot to smooth out his brush strokes?"

"It does indeed," Mother said.

"It's beautiful, too!"

"But look at the leaves falling," Allan cried.

"Yes," Alma said softly, "but look at the lovely lines of the bare branches against the sky!"

In spite of himself, Allan began to smile. "You always see the good side of things," he said.

"No," Mother corrected, "she sees beauty everywhere. We usually find what we look for."

Prayer: Thank you, dear God, for beauty. Help me to see it whenever I may be. Amen.

Theme: The Beauty of Fall

A Bible Verse

*The heavens are telling the glory of God;
and the firmament proclaims his handiwork.* —Psalm 19:1

Beauty in October (P,J)

Our shade trees are dressed up to day;

October came along this way
And splashed at them, as she
passed by,

With colors from the sunset sky.

Now red and golden leaves are
seen

With others painted shades be-
tween;

Some have fluttered to the ground
Scattering beauty all around.

I like the way God planned for
Fall

When trees are loveliest of all.

—Mabel Niedermeyer McCaw

I Like the Night (K,P)

The golden sun has gone to bed
Behind the purple hill,
And over all the earth the night
Has settled dark and still.

I like the quiet hush of night,
The silver stars on high,
The cricket's squeaky fiddle,
The night wind's lullaby.

I'm glad God made the lovely
night,

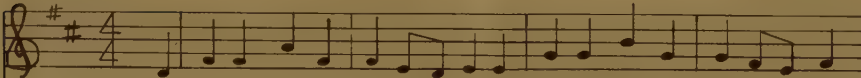
With darkness soft and deep,
And drowsy quiet everywhere
Just right for rest and sleep.

—Dorothy Walter

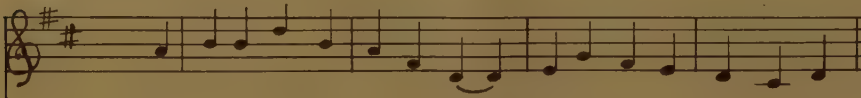
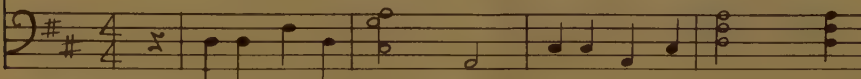
God's Wonderful Year

Mabel W. McCaw

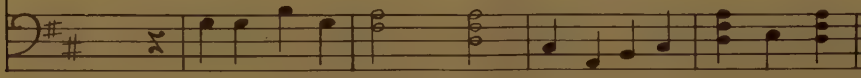
Maxine G. McCaw



The year is such a won - drous thing, With Sum - mer, Au - tumn, Win - ter, Spring;



The sea - sons come, The sea - sons go, Each with mys - ter - ies to show.



The Summer sun warms field and plain,
And helps produce our fruits and grain;
Then Autumn dips in red and gold,
Painting beauty to behold.

In Wintertime the falling snow
Protects the sleeping seeds below,
Which wake again and flowers appear
With the message, "Spring is here."

In love God planned for these to be;
They are so wonderful to me;
I thank Him for each year that brings
A rich supply of all good things.

A Bible Verse

"While the earth remains, seedtime and harvest, cold and heat, summer and winter, day and night, shall not cease."

—Genesis 8:22.

Wild Geese (K)

It had been a warm day for October. The children had played outdoors without sweaters.

As the family was eating supper David heard a strange noise.

"What's that?" he asked. Everyone was quiet. Then the noise came again.

"Let's go outside and see," Daddy said. So all the family went out in the back yard. Daddy pointed up toward the sky. "Look," he said. "There is a flock of geese."

"What are they doing?" David asked.

"It is getting cold in the north where they have been all summer. Now they are flying south where it is warm."

A gust of wind blew. "I'm cold, too," Mary Ann said.

"Yes," Mother agreed, "the wind is chilly. We'll have colder weather now."

"Why?" David asked. "How do you know?"

"We will have colder weather because God plans for cold days to follow warm days. We know it because God said it would be that way, and it always is. And when the wild geese fly, we know that the cold is not far behind. I like the changes in the weather, myself," Daddy said as they went in the house.

"I'm glad that God gave us different seasons in this part of our world," Mother said.

The others agreed!



—Luoma

Fall Weather (P,J)

In most sections of our country there are distinct changes in the weather in each of the four seasons. Even in the deep south, while the changes are not so noticeable, there are differences that distinguish one season from another.

Think of the changes that occur in your part of the country in the fall. List as many as you can. Perhaps your list will be similar to this one:

Shorter days and longer nights

Leaves turning brilliant colors

Warm sunny days and crisp cool nights

Birds migrating south

The smell of burning leaves

Wild ducks and geese flying south in a perfect V formation

Fruits and vegetables being harvested

The comfort of a fire in the fireplace on chilly evenings

Scuffing through drifts of fallen leaves as one hikes or goes on a cookout

The delightful fragrance of smoke from wood burning in a fireplace

When your list is completed, ask yourself what these changes mean to you. Do they fill you with pleasure? Do they make you think of God, the Creator and Sustainer of the universe, whose orderly laws bring about these changes?

Express your feelings and your gratitude to God in prayer. Pray your own prayer or use the one printed here:

Prayer: Dear God, thank you for changes in the weather and for your lovely plans for fall. Amen.

Theme: Changes in the Weather

Frost Pictures (K)

Dear God, I cried because the frost and cold

Killed all the pretty flowers,
Until I saw how sparkly frost had made

Those window panes of ours.

—Genevieve Sowards

I'm Glad for Autumn (P,J)

I'm glad that God made Autumn,
I'm glad for golden sheaves,
For grapes so sweet and purple,
And flaming maple leaves.

For blazing torch of goldenrod,
For painted azure sky,
For Autumn's perfect weather,
And wild geese flying high.

For lovely fragile dragonflies,
That flit on crystal wings;
And oh, how glad I am to know
God made these lovely things.

—Dorothy Walter

Clothing to Keep Us Warm (K,P)

It was Saturday afternoon. Susan was going to visit her cousin Judy on the farm.

"It's chilly," Daddy said. "Better dress warmly."

"Shall we get out my snowsuit?" asked Susan.

"It is hardly cold enough for that," Daddy said.

"Perhaps a sweater under your spring coat will do. And a wool scarf on your head."

Susan played out of doors that afternoon with Judy. The girls went with Judy's mother to gather the eggs, too. The weather was chilly, but Susan's sweater and coat and scarf kept her warm.

"Did you have a good time, Susan?" asked her mother that evening as they were driving home.

"Yes, we had lots of fun," said Susan. "And I was warm, too, Daddy. I'm glad we have different kinds of clothes for different kinds of weather."

"I guess that is one of the ways in which God cares for us," Daddy answered.

"How do you mean?" asked Susan.

"Well, you see when God planned the seasons he also planned ways to help us keep cool in warm and hot weather, warm on chilly or cold days, and dry on rainy days. He gave us wool from the sheep's back. He has led men to discover how to raise cotton and to make other cloth," Daddy explained.

"And some are for summer clothes, some for winter, and some for rainy days," Susan said thoughtfully. "God planned for everything, didn't he?"

—Mabel Niedermeyer McCaw

—W. Henry Boller



Theme: Warm Clothes

A Bible Verse

The lambs will provide your clothing.

—Proverbs 27:26.

My Clothes

I wonder if anyone anywhere knows

How much work it takes just to keep me in clothes!
There's shoes and there's stockings and coats for cold days;

And rain gear; and thin clothes to match the sun's rays;

I've new clothes and old clothes and some in-between;

I've work clothes and play clothes to help keep me clean.

My Mom says that God has a plan for us all
For clothes in the Spring, Summer, Winter, and Fall.

—Jessie B. Carlson

Jack's Closet (J)

"Jack," Mother said on Saturday morning, "don't plan anything for this morning. You and I are going to do something about your closet. It is so full that things are spilling out onto the floor."

"I can close the door," Jack said.

Mother laughed. "No one else can, though." So they set to work.

"There are too many books in here," Mother said. "Put them on your book shelves. And put your balls and bats and skates in the basement."

"It's easier to get them from here," Jack answered. "The trouble is, there are too many clothes in here."

"Well, let's see," Mother replied. "Here are your school trousers. You need all of them. Here is your good suit. You need that. Here are your overcoat, your raincoat, your sport jacket, your sweaters. You need all of them. Here are several pairs of jeans. Perhaps we could dispose of some of them."

"No," Jack answered slowly, "I need all of them." Then he smiled sheepishly. "I guess I do need all these clothes. I didn't realize, until you began to name them, that I have to keep clothes for all kinds of weather. That takes room!"

"Your summer clothes are in storage bags in the attic, too," Mother said.

"Okay, Mom," Jack said cheerfully. "You win! I'll keep my balls and bats in the basement. I'm glad to have clothes for all kinds of weather!"

Theme: Happy Times in Fall

A Bible Verse

*For thou, O LORD, hast made me glad by thy work;
at the work of thy hands I sing for joy.*

—Psalm 92:4.

October Is a Happy Time

October is a happy month
With many things to do;
That is the time to gather nuts
And ripened apples, too.

It is the time for cooking out,
And when the fire burns low,
To form a storytelling band
Within the campfire's glow.

October ends with Halloween,
When boys and girls have fun
As they dress as someone else,
Then try to guess each one.

I'm glad for all these happy times;
I wonder, did God know
This month would bring these joys to me
As he planned it long ago?

—Mabel Niedermeyer McCaw

A Nice Day (K)

The family had planned a wiener roast before the days turned cold, but when they got up it was cloudy and by noon it was raining.

"No wiener roast today," Daddy said.

"Well," Mother answered, "we need to get out our warm clothes and put away our summer ones. Who wants to go to the attic?"

"I do," everyone said. There were all kinds of interesting boxes, books, old toys, and furniture in the attic. The children liked to look at and talk about each one of them.

After supper, Daddy brought in a great armload of wood for the fireplace.

"Oh, Daddy, can we have a fire?" Lynne asked.

"A fire would feel good," Mother said. "You children get ready for bed and then we'll have another surprise for you."

When Lynne and Freddy came back to the living room, Daddy had the corn popper ready, with bowls of apples and nuts.

"What a nice day this has been," Lynne said with a happy sigh.

"Yes," Freddy agreed, "we surely have good times in the fall."

Prayer: Thank you, dear God, for your good plans for the changing seasons, and the happiness and joys that come with each. Help us to work with you to make fall a happy time for everyone we meet. Amen.

Let's Do It Again (P,J)

Kim was counting her money. "\$1.53," she said. "That ought to buy enough treats to give this year."

"Treats to give?" echoed her brother, Bob. "Halloween is a time when we get treats, not give them."

"Yes, I know," Kim replied, "it has been that way. But this year I am going to give instead."

"What a silly idea!" Bob exclaimed. "You won't have any fun that way."

But Kim would not give up her idea. She made out a list of persons she would treat. They were special persons. Mr. and Mrs. Phillips; "Aunt Sarah," as everyone called Miss Christianson; and Hilda, the new girl from Germany. There were others, too, whom Kim felt would enjoy a friendly visit.

Kim made out a list of things she would buy. Her mother helped her, for she knew what the treats might cost. Kim seemed so happy that Bob began to think his sister was going to have fun after all.

It was not until Kim began making up her packages of treats that Bob began to change his mind. As he watched her, he made a suggestion or two as to just what each person might like to receive. Then finally he burst out, "Hey, Sis, this is fun. Let me help pay for the treats, and I will go with you."

Bob was never sorry he helped. When their masked and costumed visits were over on Halloween night, it was Bob and not Kim who said, "Let's do this again next year!"

—Mabel Niedermeyer McCaw

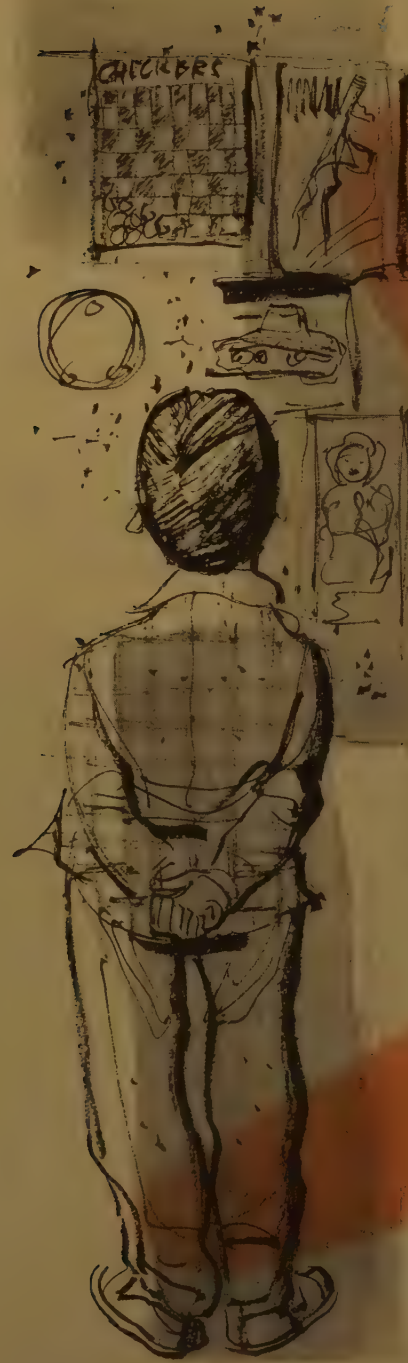
—W. Henry Boller



The Sawdust Pile

By Grace W. McGavran

Illustrated by Art FitzSimmons



JIMMY GOT MONEY to spend each week. He got twenty-five cents. Ten cents he put into his Sunday school offering. Fifteen cents he had left to spend for himself. It was fun to get a chocolate bar, or sugar candies, or something at the dime stores.

One day Jimmy came home all excited. "Mother," he said, "Nancy is having a birthday party. And I am invited."

"Lovely!" said Mother. "Now you can plan to get a nice present for Nancy. You just got your allowance and before the party you will get another allowance, so you will have thirty cents."

Jimmy went to the neighborhood store. He looked at everything there. He found a cute little china hen with chicks that he just knew Nancy would love. It cost twenty-five cents.

"I can buy it next week," said Jimmy. "And I'll have five cents to spend on myself. I might as well spend it now."

He bought a chocolate bar.

The next day all the boys were working at a model. "We need more glue," said Robert. "Jimmy, you go and get some glue at the dime store."

Jimmy hurried off. The glue cost a dime. "But someone else can give me the money," thought Jimmy. He came back with the glue. "Who's going to pay me?" asked Jimmy. "It cost a dime."

"I don't have any money at all," said Robert.

"And I don't either," said Bill.

"We bought the model," said George. "You can just pay for the glue, Jimmy. That's only fair."

Jimmy didn't feel very happy. But maybe he could just buy the little hen without the chicks with his next week's allowance.

When next week came his moth-

er handed him a dime and three nickels. Jimmy put the dime in his "For My Church" savings bank. Then he ran out into the garden with the nickels in his hand. His big brother Tom was there. They began to scuffle and have fun. All of a sudden Jimmy's fingers flew open. He forgot about the nickels. They flew in all directions.

"My money! My money!" Jimmy wailed.

It was gone. They couldn't find it at all.

"But I have to have it," said Jimmy. "It's for a birthday present for Nancy and I just have to have it."

Mother came out to see what was the trouble.

Tom rubbed his hair and suggested, "Why don't you give him some more money, Mom. It wasn't his fault he lost it. We were scuffling."

Mother shook her head. "You know the rule. You both get your allowance partly to help you to know how to handle money. Scuffling with money in your hands is one silly thing to do. I can't break the rule."

"But Nancy's present," said Jimmy. "I just have to have one."

"You might earn some money. Why not see if the neighbors have some job you could do to earn a quarter."

Jimmy set right off. No one had any work for a smallish boy to do. He was in despair. Then he came to the last house along the block. Old Mr. Smith was wheeling sawdust to put around the roots of all his trees and bushes. He looked hot and tired.

"I wish you were older, Jimmy," he said. "I'd pay you for hauling

(Continued on page 28)

To Market, To Market

by Eileen M. Hasse

Get More for Your Money

WITH THE COST of living at a dizzy height and the grocery prices soaring it becomes a tremendous job—shopping. The family shopper holds the reins of family finances. Will the house be paid for in ten years? Will the children have college? Will there be enough always for good nutrition and the way of life we have come to know? The shopper answers these questions. He makes his security solid or slippery. He tells much in the way he goes to market.

The best marketing begins at home. The shopper needs to know his income bracket. This will help him to decide on sardines or scallops, steak or stew. It will also determine how much "service" will be purchased and how many frills will be included in the bill.

The market has a job to do. It serves you in the best possible and least expensive way. It serves not only you but other shoppers in many other income brackets. The market has a job to do—to sell. To most shoppers the modern supermarket is a hypnotic experience. Unless you know what you want and need and how much you have to spend you are apt to be sold short.

"Every market-day is a fight," one mother told me. "My wants fight my needs for my final dollar."

To know want from need is a mark of growing up. Some shoppers have a difficult time growing up, others never do.

"I didn't really need it," my friend confided. She was showing off her brand new hand-painted candy dish. "I wanted it."

It is the constant weighing of values that makes shopping tiresome.

"I make out a list of necessities," another girl told. "Then I simply refuse to look at anything else." She stayed within financial bounds but also missed the fun of trying many worthwhile new products—some of them real penny pinchers. She became dwarfed in personality because she didn't allow herself the small pleasures that mean so much in keeping a house.

There is a middle road for middle folks. The easiest way to find the groove for your income and way of life is to take a broad view of your marketing habits.

(Continued on page 28)



—Photos from erb



I. Appreciation of the Fine Arts in the Family

by Rachel S. Browne

I. Preparation for Meeting No. I

A. A previously appointed chairman should assign a couple (or two people) to prepare and lead a short devotional. Here is a suggestion, using the Book of Psalms and the Hymnal, *Christian Worship*:

Hymn—"For the Beauty of the Earth," No. 167

Scripture—Psalms 19 and 150

Prayer—No. 68 in *Christian Worship*

Hymn—"Joyful, Joyful We Adore Thee," No. 95

(Other appropriate hymns are "This Is My Father's World," No. 171; "Light of the World We Hail Thee," No. 208; and "Be Thou My Vision," No. 321.)

B. Send postcards to all families in the community area, asking someone in the family to bring to the meeting a special "treasure" to be displayed and explained as to why it is a family "treasure." A statuette, a painting, a book, a musical instrument, hand-made candlesticks, and an old sampler are suggestions.

C. Appoint two people (at least one man) to find and arrange significant background decorations for the program. Here are suggestions:

A beautiful painting in front of a graceful drape-

A choice Oriental jar on a small table.

A large musical instrument (harp, cello, spinet piano) with smaller instruments in a group.

An antique carved chair with a colorful shawl tossed over the back, slightly trailing on the floor.

D. Arrange to have a woman with a clear voice and good enunciation read the article in *Hearthstone* on "Developing Appreciation for the Arts," page 3.

E. Refreshments

II. The Meeting (No. I)

A. Informal introductions at door

B. Devotions

C. Program

1. Article to be read

2. Treasures explained

D. Refreshments

Be sure each person is introduced to someone else.

Try to keep devotions inside ten minutes.

Ask each family representative to keep his talk about his "treasure" to about two minutes, depending on the number to speak. Have a musical bell to tap when his time is up.

Keep refreshments uncomplicated enough to allow guests to walk about to see decorations and displayed "treasures" and to converse.

I. Preparations for Meeting No. II

A. To awaken an entire community to an interest in the Fine Arts, music, crafts and such things, persuade a number of couples to call in assigned sections, to get acquainted with strangers and to discover talent. Note those who can sing and what voice part they prefer; note men with good speaking voices and pleasant personalities, and women who might be able organizers or chairmen of committees; note young members of families who may have artistic or musical abilities; ask about children who would enjoy a Story Club or a class in finger painting, and so on.

B. To obtain "atmosphere" for this meeting, choose a committee of two men and two women (of varying ages) to secure a number of large travel posters to hang about the room. Try especially to get some suggesting art and music—great buildings in Italy, statues and columns, or music and national festivals in Austria, Switzerland, Scotland, or lovely scenery in any country. This same committee should take care of these posters after the meeting. This committee could enhance their fun by wearing smocks, artist berets (large, floppy ones) and flowing ties.¹

C. Have one person responsible for buying enough copies of a small reproduction of a great painting to be distributed to each person present to keep, after a brief discussion. Suggestion: "The Lost Sheep" by Soord (See "Resources").

D. Assign two or three young people to bring a record player and two beautiful records

¹To Make Artist Hats: Cut 18-inch circles from black or colored crepe paper; gather edge with elastic thread and pull to a 5- or 6-inch head-opening. Drape over right ear. Cut long flowing ties from the paper, 2½ feet x 3 or 4 inches.

Community Interests in the Arts

- suitable for the opening and closing of the session. They should operate the player and also return it and the records.
- E. Rent a filmstrip on great art or on music.
- F. Refreshments.
- I. The Meeting.
- A. Informal introductions at door and distribution of art picture.
- B. Call to order, welcome by chairman.
- C. Reading of short nature psalm or descriptive poem, such as James Whitcomb Riley's "When the Frost Is on the Punkin."
- D. Play one music record—not too long a selection.
- E. Discuss informally (led by one who is well versed in art) the picture which has been given to each person.
1. Is this picture interesting? Why?
 2. Does it have good proportion, perspective, simplicity, balance, rhythm, unity?
 3. Is it truthful and accurate and typical?
 4. Is it understandable?
 5. Does it have appeal?
- F. Show film.
- G. Play the other record.
- H. Closing prayer.
- I. Refreshments.

Note: If this seems too long a program, choose and leave out certain items.

III. Resources:

- A. Film:
- "Paintings in the Metropolitan Museum" with captions (35 mm)
- "Life of Christ in Stained Glass" with script (35 mm)
- Available at the American Baptist Publication Society
- B. Small Reproductions of Art—5½" x 8"
- Black and white 2½¢ each, colored 5¢. Available at

University Press, Cambridge 38, Mass.

- C. Colored postcards of masterpieces in art—10¢ each
- Available at W. C. Blood, Inc., 42 South 17th Street, Philadelphia 3, Pennsylvania, or at many art museums.

- D. Special books for material:
- Art Studies in the Life of Christ* by Albert Bailey, out of print

Outline of Art (2 vol.), William Orpen. Hollywood-by-the-Sea, Florida: Transatlantic Arts, Inc., 1955, \$10.50

The Rainbow Book of Art by Thomas Craven. Cleveland, Ohio: World Publishing Co., 1956, \$4.95

Fifty Centuries of Art, Francis H. Taylor. New York: Harper & Bros., 1954, \$6

World Famous Paintings, Rockwell Kent. New York: William H. Wise & Co., 1947, out of print

Understanding Modern Art, The Delphian Society

Chinese Painting, William Cohn. New York: Oxford University Press, 1948, out of print

Stories of the Great Operas, Milton Cross. New York: Pocket Books, Inc., 50 cents

The Other Side of the Record, Charles O'Connell. New York: Alfred A. Knopf, 1947, out of print

The Story of 100 Great Composers, Helen L. Kaufmann. New York: Grosset and Dunlap, 1943, \$1

Stories of Hymns We Love, Cecilia M. Rudin. Chicago: John Rudin Co., 1934, out of print

The Negro Spiritual Speaks of Life and Death, Howard Thurman. New York: Harper and Brothers, 1947, out of print

Bibliography of Art and Music

by Kathleen Trover Davis

General

- Guideposts to Creative Family Worship*, Anna L. and Edward Gebhard. New York: Abingdon Press, 1953, \$2.50
- Our Family Worship at Home*, Anna L. and Edward Gebhard. New York: Abingdon Press, 1958, \$2.50
- Enjoying the Bible at Home*, Anna Laura Gebhard. St. Louis, Mo.: Bethany Press, 1950, 50 cents
- Christian Worship by Families*, Richard E. Lentz. St. Louis, Mo.: Bethany Press, 1957, 75 cents
- Doorway to a Happy Home*, Mrs. Clarence Hamilton. Indianapolis: Bobbs-Merrill Co., Inc., 1950, \$2.50
- Our Children and God*, Mrs. Clarence H. Hamilton. Indianapolis: Bobbs-Merrill Co., Inc., 1952, \$2.50. See fuller bibliography in *Guideposts to Creative Family Worship*.
- The Family Lives Its Religion*, Regina W. Wieman. New York: Harper and Bros., 1941, out of print.
- Magazines with family devotions, *Hearthstone*, St. Louis, Mo.: Christian Board of Publication or Philadelphia, Pa.: The American Baptist Publication Society; *The Christian Home*, Nashville: Methodist Publishing House

Religious Music

- The Use of Music in Christian Education*, Vivian Sharp Morsch. Philadelphia: Westminster Press, 1956, \$3.
- Music in the Religious Growth of Children*, Elizabeth McE. Shields. New York: Abingdon Press, 1943, \$1.50
- Music in Christian Education*, Edith Lovell Thomas. New York: Abingdon Press, 1953, \$2.
- Lyric Religion*, H. Augustine Smith. Westwood, New Jersey: Fleming H. Revell Co., 1931, \$4.50
- The Gospel in Hymns*, Albert E. Bailey. New York: Charles Scribner's Sons, 1950, \$6.75
- Famous Hymns With Stories and Pictures*, Elizabeth H. Bonsall. 1923, out of print
- Graded hymnals, Philadelphia: Westminster Press:
- Songs for Early Childhood*, 1959, \$1.75
- Hymns for Primary Worship*, 1946, \$1.50
- Hymns for Junior Worship*, 1940, \$1.50
- The Hymnal for Youth*, 1941, \$1.25
- The New Hymnal for American Youth*, (Continued on page 30)

1. Family Worship Enhanced by Music

by Kathleen Trov

Purpose

To show how varied use of music can make family worship experiences more meaningful.

Advance Preparation

You are the leader who is to be in charge of this particular meeting. You will need to know approximately how many will be attending, something of their age, and the ages of their children. Are they parents of young children, teen-agers, or both? Are they just beginning to have family devotionals and so need general help or will they have a rich background of experience to share with each other? Do they appreciate good music or will their taste tend toward the "cheap," jazzy hymns?

Your advance preparation and the procedure to follow will depend to a great extent on the background of the group. At any rate, the group should have time and an opportunity to read the article "Art and Music Enrich Family Worship" on page 12 prior to the meeting. *Guideposts to Creative Family Worship* and *Our Family Worship* at Home by Anna L. and Edward Gebhard as well as *The Use of Music in Christian Education* by Vivian Sharp Morsch would be rewarding and stimulating reading. *Music in the Religious Growth of Children* by Elizabeth McE. Shields contains a chapter entitled "Children's Music and Worship" and another discussing "The Bible in Children's Music." "Making Music at Home" is the title of a chapter in Edith Lovall Thomas' book, *Music in Christian Education*. Articles pertinent to this study will be found in other denominational magazines besides *Hearthstone* such as *Baptist Leader*, *Bethany Guide*, *The Christian Home*, and *The International Journal of Religious Education*.

Motivate interest by the use of an illustrated song chart, and/or an arrangement of cut-out letters and pictures of families on camping trips, picnics, in the car, at meal time, gathered around the piano in the home, listening to records, at the story hour in the living room of the home, or tucking the little ones in bed. This could be placed on a bulletin board where it will attract attention.

Discover the resources such as hym-

nals, recordings, books which are available in the church library, the various departments of the church school, the city library, and in the homes of the group.

The room in which the meeting is to be held should be clean and orderly. Chairs could be arranged in a semicircle facing a "living room" arrangement including a piano, easy chair, straight chairs around a table, a record player, lamps, growing plants or a vase of flowers. The properties will be used in the role-playing scenes and also will make the room seem warm and inviting.

If you have not used the illustrated song chart or pictures to motivate interest prior to the meeting their use in the room will add color and stimulate the thinking of the group as they arrive.

The Meeting

Begin the meeting with an informal discussion of the article "Art and Music Enrich Family Worship." Using a chalkboard, let the group suggest several "scenes" or role-playing situations which they would find helpful, taking into account age groupings in the family and various kinds of music experiences—singing, playing of instruments, listening, rhythmic choir and creating songs.

When the scenes have been listed on the chalkboard, divide the group into subgroups, allowing each to choose a different scene or situation. See specific suggestions below. Let each subgroup find a corner of the room or separate rooms depending on the number in the group and available facilities, and, making use of the resources which you have collected and have ready, spend a short time preparing to enact the scene they have chosen in a sharing period. The various hymnals contain sections of suitable instrumental music and suggested scripture as well as hymns to be used with the particular group for which they were compiled—young children, junior age, youth, and adult.

If you prefer, the leaders could have "assignments" for the role-playing scenes made out and eliminate the chalkboard phase but allowing the group to do the thinking and make the choices would be more creative and more nearly meet their needs.

When the groups are ready, return to

the circle and share the scenes. Each scene or role-playing situation should be brief—just enough to show the possibilities.

The leaders may wish to summarize and close the meeting with a meditation or a closing hymn and prayer.

Specific Suggestions for Subgroup

Each subgroup should select only one of the following projects:

1. Hymn poster using piano, record player, or singing
"All Things Bright and Beautiful"¹—Kindergarten
"All Creatures of Our God and King"²—Juniors and older
"The Spacious Firmament on High"³—Juniors and older
"For Man's Unceasing Quest for God"⁴—Juniors
2. Story, church school leaflet using illustrations and song
"Jesus, the Children's Friend"⁵—Primary, Course 1, Part 2.
3. Listening to recorded music—Nursery
"Lullabies; Cradle Song" . . . Morsch, Page 83
My Book, Album of Song and Stories—Mary E. Lloyd
4. Recordings or singing at breakfast
Recording, "So Will We Sing," Morsch, page 79
Sing, "When Morning Gilds the Skies"
"Holy, Holy, Holy"
"The March of Days,"⁶ first stanza on a winter morning
5. Picnic, creative writing⁷—young teens
"This Is My Father's World"
"For the Beauty of the Earth"
6. Litany, create from ideas in the hymns
"America, the Beautiful"
"All Creatures of Our God and King"
"Come, Ye Thankful People"

¹Hymns for Primary Worship

²Christian Worship—A Hymnal; all hymns mentioned are in this hymnal unless otherwise noted.

³Hymns for Junior Worship

⁴Guideposts to Creative Family Worship, Gebhard, p. 74

2. Pictures Can Help the Family to Worship

am:
To show how the use of flat pictures, slides and filmstrips can heighten the perception of religious values of the family at worship in the home. To give specific help with resource materials.

Advance Preparation

Appoint a committee of two or three persons to plan the meeting. In addition to the general planning as a committee, each person could assume responsibility for one phase of the pre-session preparation.

Interest can be motivated by various means such as the use of an illustrated hymn poster, an arrangement of a pleasing design of pictures and cut-out letters on a bulletin board, original drawings or paintings by family members displayed where they will attract attention. A browsing table with general books on family worship and religious art, also copies of religious periodicals could be set up or attention called to the availability of these resources in the church library so that the group can do some advance preparation. The February, 1959, issue of the *International Journal of Religious Education*, on "Art in Christian Education," is an invaluable resource containing articles on the heritage of Christian art, what kind of pictures to use with children, practical suggestions on how and where to display them, recommended pictures, slides and books, addresses of publishing companies, prices, also an article on how to make things through which the child can express his religious attitudes and ideas. *Hearthstone*, *Baptist Leader*, *Bethany Guide*, and *International Journal of Religious Education* contain worship services for the month to be used with the various age groups in the church school. These can serve as resource materials for ideas, hymns, worship centers, scripture, poems, and prayers for family worship. See the bibliography on page 23. Ask the group to bring flat pictures, nature scenes, pictures of people of other lands, drawings, photographs if you do not wish to do all of the collecting yourself.

The room in which the meeting is to be held must be made ready. It should be clean, neat, and orderly. Chairs arranged in a semicircle where the

group can assemble and later return for the sharing period suggest informal fellowship. If possible, tables and chairs in another part of the room or in separate rooms should be ready for the work period when the group is divided into subgroups of three or four persons.

A third person or another committee might be responsible for collecting and having ready on the work tables necessary resource materials. If time allows, it would be more helpful to the group if the resource person or committee simply knows what is available and where to find it, letting each subgroup find its own materials. Slides, filmstrips, projector, stereoscope, Bibles, hymnals, a concordance, paper, pencils, nature pictures the group has brought, pictures of people of other lands, magazine pictures, illustrations from story books, and drawings are some of the possibilities.

An alternate plan, if most of the group are accustomed to having family worship, could be to request them to come to the meeting prepared to share an experience where the use of pictures has enriched worship in their home.

The Meeting

If you have not shared a light meal or refreshments before the meeting, be sure that the persons in the group are acquainted with each other—strive for a relaxed informal feeling of fellowship. After the group is seated, the leaders should introduce the program with a brief discussion of the article, "Art and Music Enrich Family Worship" on page 12. If in the advance preparation the group has read the article, this phase would be more meaningful if the leaders led the group in the discussion rather than discussing the article among themselves for the enlightenment of the group. After a few minutes, divide the group into subgroups of preferably three or four persons, assigning each group a different family situation as to age and also a different type of art, i.e., slide, filmstrip, view-master, flat pictures, original drawing or illustrated story, around which they are to plan an informal family worship experience.

The subgroups should keep in mind a basic rule that each member of the family should participate in the plan-

ning and the experience if it is to be real worship rather than a "program." This can be achieved by each member assuming specific responsibilities, even though the parents may need to help the children in carrying out their part.

When the subgroups have completed their plans, return to the semicircle and share the plans for the various situations, discussing them if time allows, particularly in relation to who could do what, i.e., what age child is capable of choosing the appropriate scripture, hymn, using the projector, playing the piano, writing a litany or prayer.

Closing Worship

A brief worship service, using one of the situations planned or a meditation planned by the leaders previous to the meeting, making use of a picture, slide or filmstrip with interpretation, appropriate scripture, and hymns, would be a fitting conclusion for the meeting.

Resources for Subgroups

PROJECTOR

Filmstrip: The Twenty-Third Psalm

Scripture: Psalm 23

Hymn: "The Lord Is My Shepherd"

Listening music: "He Shall Feed His Flock," or the "Pastoral Symphony" from *The Messiah*

Slides or Filmstrip of The Life of Christ by Elsie Anna Wood or Jacques Barosin

Christmas

Easter

Jesus Teaching

The boy Jesus in the temple

Baptism

FLAT PICTURES

"When I Consider Thy Heavens," Taylor

Psalm 8 or Psalm 19

Hymn or listening music: "The Heavens Declare the Glory of God" from *The Creation*

"Go Forth and Preach," Burnand
Scripture: Matthew 28:19-20

"The Light of the World," Holman Hunt

Interpretation: *Christ and the Fine Arts*, Maus

(Continued on page 30)

Counterpane Land

by
Louise
Price
Bell



—Photos from the Author

ILLNESSES OF ALL KINDS are as inevitable as taxes when there are youngsters in the family. Parents of today are usually pretty intelligent about the care of their children. They make sure that their offspring have the proper foods to insure well-balanced diets, that they get a maximum of rest and fresh air. Even with advanced medical knowledge, "sniffls" will occur, the "children's diseases" descend upon the family, and in most families some Tarzan-minded lad is sure to fracture an arm or leg! All these things mean that the child, or children, will be forced to spend some time in bed. For an active smallster this can be a boring, tedious, unhappy period. Or it can make the "Land of Counterpane" a delightful place. The difference rests with the parents, most of all with the mothers.

It is more difficult to keep tiny children happy than it is their older brothers and sisters. Tiny tots can look at pictures, and the dime stores are full of interesting and instructive picture books. Little children enjoy juvenile records and a new one will often keep them quiet for a long time. These are now inexpensive, and will fit on any record player. In our family—where the number of juvenile illnesses have been lengthy and numerous—we have always felt

that the little (or middle-sized) invalid had a priority on both radio and record player, if there wasn't one already in the room. When one of our children faced a six-month period in bed, her grandparents presented her with a record player and one or two records. As time went on and others knew about the gift, a record appeared in the mail from time to time. I mention this as a suggestion that is well worth considering, for when a little sick-a-bed is uneasy a quiet musical number—such as Brahms Lullaby—will often turn a neat trick of eliminating tension.

For spry, young children, a canary, parakeet, or bowl of goldfish will be eye- and ear-catching, will help to make the sickroom cheery, and keep the child happy. In homes where a bird is a part of the domestic scene, it is an easy matter to move it to the child's room. Goldfish and globes are inexpensive and when placed on a table at eye level for the flat-on-his-back child will keep him alert to the golden flashings through the clear water. Even fish-feeding time will be a diversion. The triangular prisms that made up the old-fashioned candelabrum that most of our grandmothers had, are fascinating to a child. Carefully remove one glass prism from its hook and hang by a stout thread in the win-

dow which gets the most sunshine. As the prism gently sways back and forth in the sunlight, the colorful and elusive "light-birds" will dart here and there on the wall, across the bed, sometimes on the child's eager hands.

Quite small children can handle the wooden beads used in kindergartens and made of the seven standard colors. One of our children learned his colors very quickly through these beads while having the fun of stringing them for his sister to wear. There are colorful design-blocks, too, which also teach color while the child is creating his own designs. Every mother knows how much little children like to "make things" from plasticine. For this task, be sure to cover the bed table with a piece of plastic or oilcloth to avoid soiling the counterpane, for children can have just as much fun being neat while doing interesting things as they can making more work for mother!

No matter what age child is ill, some sort of bed table is necessary, and if you don't have a bona fide one, substitute a card table. Stand two of the table legs on the floor close to the bed, leave the other two folded under the table, and rest the opposite side on a firm pillow or blanket. If the table is a Formica-topped one you won't need to cover it; if not, buy a

are of sunny yellow oilcloth at the dime store and thumb tack to the under side to protect the table. It wipes off easily.

Slightly older girls will adore paper doll-cutting and -dressing, again obtainable at the dime store. Boys will have as much fun with the books which involve cutting out and assembling planes, jets, motors, and the like. Scraps may be dropped into a wastebasket beside the bed or with a laundry or large paper bag pinned to the sheet at the side. Tinker-toys are simple building pieces that both boys and girls enjoy, and scrapbooks are always popular. For the latter it is wise to give the little sick-a-bed an objective. Every town has a hospital or orphanage to which the

finished book can go, and making a scrapbook as pretty and neat as possible to be given to one who is ill has a sound psychological effect; the child thinks of someone else and ceases to be sorry for himself, if that has been his attitude.

Simple jigsaw puzzles are fun for all children. For the younger ones, the pieces should be large and the puzzle easy to avoid frustration. Older children will enjoy the challenge of fitting map puzzles together, placing the countries, states, and provinces in the correct spots. A pleasant way to study geography!

"Picture Stories" are fun to make. Give the child a pile of magazines of the type that are filled with colored advertisements

and pictures of all kinds. By looking through them he will soon get ideas for making stories from the pictures, filling in a word here and there to make complete sentences. For example, many milk ads have a cow included, so: "A *cow* gives *milk* and eats *grass*. *Children* drink *milk*." (The italicized words are easily found pictures.)

Older children enjoy making decorative stationery by cutting out flowers, fruit, a plane, a girl- or boy-head, then carefully pasting them to the top of dime store note paper. This he might do for a future birthday gift for an older brother or sister, then make some for himself upon which to write the important "thank you notes"

(Continued on page 30)

Keep stay-in-bed-time happy and the children won't mind!

—Photos from the Author



To Market, To Market

(Continued from page 21)

Take a good long look at your category. Will it be sardines or scallops? Class yourself financially—low, middle, or high income. Then take paper and pencil, and list your needs. These are the things you must buy. Study them to see if there are ways of saving. Your children need cookies. You want them to have cookies. How much per dozen does it cost you to bake them? How much does it cost to buy them or bake them from a mix? Statistics prove in most cases it is still cheaper to bake your own from ingredients purchased in economy quantities. If you are working and your time is worth more at work than it is at the oven, that casts a different light on the economy picture. There is one way to arrive at the right conclusion. That is to figure it out on paper.

When your needs are listed make a list of your wants. These are the things that you really want. Consider each one of these for its value to your and your family's happiness. Life becomes a mere existence without some of the things you want. Marriage cannot last on a miserly basis. A family cannot grow spiritually and mentally without some of the "nice" things. Just what these things are can be discovered by taking a long view of your own situation.

Some require magazines, others fine food and sweets, other families are quite content to live on the "bones." Decide what you really want and add some of these to each shopping list.

The next step in better marketing is to learn labels. A label tells you the quality and quantity of the goods inside. Because you are in a low income bracket does not necessarily mean that the cheaper item is always for you. Perhaps you will want to cut costs by buying a finer product in a lighter syrup. Many canned fruits come in three sweetnesses. Why pay for sugar you don't want or need? Perhaps your family likes the thick syrup—then you may economize by taking the broken or sliced fruits in heavier syrup. The number of servings in canned goods is important to the shopper. Why pay for five servings if there are only four in your family—even if the larger can costs less per ounce?

In shopping it is helpful to plan meals for a week ahead. This enables you to plan for leftovers. Combining left over meats and vegetables makes a tasty economy dish. Sandwiches may be a product of the leftover roast. Desserts can stem from bits of fruit leftover. It is never wise marketing to permit waste. With refrigerators and freezers waste is cut to almost zero in many modern homes.

Planning your time is another thing to consider when you market. Blocking out your activities for the week ahead you can see if quickies (often a

Deanne, 1971

(Continued from page 11)

Joan of Arc's, something unbecoming to her that never will "fit." She is a wonderful miracle, my daughter. I pray that she will fulfill herself.

I can and will do something about the environment in which she goes about her choosing. I must leave her free to choose. This last will take some doing on my part. I will have to steel myself not to reject her pose when, in a minute, with Mary and Betty behind her, Deanne comes slinking in here all eyebrowed, lipsticked, and rouged, gives me that "come hither" eye and says; "Whataya say, Yummy boy; would ya like a night on the town?"

Biblegram Solution

(Biblegram on page 5)

SOLUTION: "How beautiful upon the mountains are the feet of him who brings good tidings, who publishes peace, who brings good tidings of good, who publishes salvation" (Isa. 52:7).

The Words

A Boot	N Flute
B Inning	O Wives
C Hood	P Fight
D Isaiah	Q Where
E Guide	R Ousted
F Fishing	S Doubt
G Gopher	T Swan
H Hoops	U Main
I Pouch	V Oslo
J Both	W Light
K Fowl	X Maids
L Unopen	Y Bags
M Brow	Z Tees

little higher in price) may be the order of the day because your time is at a premium.

If you are mature you will be able to juggle want and need until they balance to your happiness and well-being. Remember that your wants may be someone else's needs. Watching the basket ahead of you is by no means a key to good shopping. Shopping is a very personal thing. The shopper holds in his shopping list the key to the family health, wealth, and happiness.

Marketing-day need not put you in a tizzy and your family in the red. Shopping should be a pleasure. It can be if you follow the rules:

Place your family in an income category.

Outline your wants and needs.

Learn to read labels for the best value.

Save on the right number of servings.

Shop on paper before you go to the market.

Plan your meals and activities ahead.

Then enjoy yourself.

The family shopper is one of the more important persons in America.

The family shopper makes or breaks family unity and builds our democracy. Shopping is more than pinching pennies, arguing with yourself and your family. It is important to take your best self along when you go to market.

The Sawdust Pile

(Continued from page 20)

the sawdust while I spread it. But you couldn't push the barrow. It's much too heavy for you."

"I could carry the sawdust in pails," said Jimmy.

Mr. Smith smiled. "It would take you just three times as long as to wheel it. It takes six of those little pails to fill the barrow. And you could carry just two little pails at a time."

"I don't care how long it takes, Mr. Smith. I'll carry them," declared Jimmy. "Would it come to twenty-five cents?"

Mr. Smith thought. "Yes," he said. "I can pay twenty-five cents if you make twenty-five trips. That will be fifty little pails of sawdust."

Jimmy set to work. He went to the sawdust pile and filled the two little pails. He filled them good and full. Then he carried them to Mr. Smith. Mr. Smith emptied them where he wanted them. He spread the sawdust while Jimmy got two more pails filled and carried.

It took a long time.

In the middle of the work Mr. Smith came out. "It's a hot day," he said. "Two workmen need to stop and have some lemonade and cookies."

Jimmy felt proud. Two workmen Mrs. Smith had said. He felt very big and strong. The lemonade was good.

He went back to work.

At last the twenty-five trips were finished. The last bush needed some more. "I'll carry two more loads," said Jimmy. "You don't need to pay me extra."

He carried two more loads. Mr. Smith fished in his pocket. He pulled out three dimes. "I don't have 25 cents," he said with a twinkle in his eyes. "We'll call the extra five cents a bonus for a good workman who filled each pail good and full and did some extra work too."

"Thank you! Thank you!" said Jimmy.

He put the money very carefully in his pocket. Then he went right to the dime store. He bought the little china hen and the tiny chicks and carried them carefully home.

His mother was waiting for him. She had some beautiful paper and ribbon and a card to wrap the present. "That's my share for a boy who worked hard," she said.

They wrapped the present for Nancy and put it on a shelf.

"I think it's the nicest present I ever bought," said Jimmy. And his mother agreed.



family Counselor

If we should take in two more children
how can we help our twenty-seven-month-old son and
them to adjust happily?

Q WE HAVE an adopted boy twenty-seven months old. He is healthy and happy, has good eating and sleeping habits, is quite affectionate, but, of course, is at an age when he is extremely possessive. We live in the country where he does not have consistent playmates, but he is quite at home in the church school nursery and is with other people a couple of times a week.

If we should take in two more children of about his age, how could we keep him happy and well adjusted and still overcome their fears, insecurity, poor habits, and need for affection? (Their parents were jailed for cruelty to them.)

We feel that they will need a great deal of help to adjust themselves and we are afraid that he may feel jealous, and that he will not want to share his toys and privileges. Of course, we plan to see that they have some of their own things, too.

We are sure that they will be happy together after adjustments have been made, but we wish to avoid any permanent or long-standing resentments or hostility.

A YOU CERTAINLY ARE to be commended for adopting your twenty-seven-month-old son and

evidently both you and he are having most happy times together. To bring two other children of about his age into the family circle would create problems, of course, and it would be only natural for him to feel jealous of the newcomers. However, this is a problem that all children who have younger brothers or sisters face, and through proper guidance your son and the new children should be able to emerge from the experience with a minimum of emotional scars.

When the new children arrive your first task will be to make every effort to see to it that *each* child feels secure in the love of you and your husband. This means that you will attempt to have some time each day alone with each child, even though it may be for only a few moments. This will be increasingly important as the children get older. It is when a parent is alone with a child that the two are likely to become unusually close.

Recognizing the possessiveness of children of this age, as you do,

you will provide for each child his own toys and other possessions. You will encourage the sharing of toys—and the taking of turns in the use of them—but you will not expect a great deal of spontaneous sharing. This tends to come later. You will learn to be sensitive to situations in which the children are likely to get into conflict and by skillful guidance you will be able to divert their attention and suggest activities that will keep contention among them to a minimum. (You will accept some quarreling and difficulties as just part of the process of growing up.) As the children get older you will note special talents and interests of each child and encourage their development.

I am sure that with the Christian spirit that has led you to take these children into your home, and with the insights you already possess concerning the nature and needs of children, you need not fear that these children will develop any permanent or long-standing resentments or hostility.

Daniel M. Maynard

The Family Counselor is Head of Department of Religious Education, Boston University, School of Theology, Boston 15, Massachusetts.

2. Pictures Can Help the Family Worship

(Continued from page 25)

Hymn: "O Jesus Thou Art Standing"

Scripture: Revelation 3:20

"Jesus and the Children," Rembrandt

"Christ Blessing the Children," Plockhorst

Interpretation: *Christ and the Fine Arts*, Maus

Scripture: Mark 9:36-37; 10:13-16; Luke 18:15-17

Nursery—Primary

"Follow Me," Tom Curr

(Children of several nationalities are starting off for a walk with Jesus.)

Primary and Junior

"Praying Hands," Durer

Interpretation: *Christ and the Fine Arts*, Maus

Pictures from magazines

Pictures of Jesus teaching or from his life with appropriate scripture

STEREOSCOPE

Nature scenes, Bible stories, available at stationery stores, camera shops, Woolworths

STORY BOOKS WITH ILLUSTRATIONS

Church school reading books for all ages through high school

Mary Alice Jones series

Walter Russell Bowie books

Mary Edna Lloyd books

Stories of Jesus, Ethel Smithers

Children of Foreign Lands

Know Your Bible Program, Garden City, New York

Rembrandt Bible

DRAWINGS

Nature, seasons (winter, spring, summer, fall), "our" church, "can you draw a picture of this Bible story?"

Counterpane Land

(Continued from page 27)

to friends and relatives who have been nice to him while ill.

If the child has never had a diary, this is a good time to give him one for he will enjoy making entries each day, or night, and doing so will make him realize how fortunate he is to have a home, family, and friends who are so kind to him. If he is at all adept at making verses, suggest the entries be made in rhyme.

Carving figures from pure white soap is a good idea if the invalid can actually do carving and won't simply "mess-up" the bed, thus making extra work. By the trial-and-error system I know that children can do many things to keep them happy without causing Mother extra work—a thing that should not be allowed since illness, itself, causes

extra work. In fact, many children will take pride in trying to save Mother from extra steps by using a whistle, or mouth organ, to call her when she is needed. One blow, or toot, can mean "Come when you can," two "Please come now."

Growing things add to the attractiveness of a child's sickroom and the little sick-a-bed himself can plant a carrot, or sweet potato in a vase, then watch it grow. One child I know planted six sweet potatoes in the same number of dime-store vases and, when they were at a pretty, green-leaf stage, asked her older brother to deliver them to six people that she knew would enjoy them. Two were other children who happened to be in bed with the mumps and a bad cold, three were older people on the same street, and one was her beloved grandmother.

Mothers should remember to keep in mind that long illnesses can bring about selfishness in a child. For that reason the more things that can be done to divert the interest to others, the better the therapy. Other family members will naturally play Scrabble, Old Maid, Canasta, Parchesi, or whatever the age level and interest of the child are. He must not be allowed to feel that he should always accept their offers or he may get to expect too much attention. This is sometimes difficult for a parent to do, but the child will be thankful for this treatment later—you may be sure of that!

"Wilbur"



"That's why I come in over the back fence."

Bibliography of Art and Music

(Continued from page 23)

edited by H. Augustine Smith, 1930, Westwood, New Jersey: Fleming H. Revell Co., \$1.50

Christian Worship—A Hymnal, Christian Board of Publication or American Baptist Publication Society, cloth \$2.50

Sing to the Lord, Philadelphia: Christian Education Press, 1959, \$2.50 (hymns and resources for worship in homes and churches, 400 pages)

The Whole World Singing, Edith Lovell Thomas. New York: Friendship Press, paper \$1.95, cloth \$2.95

Worship and Conduct Songs. Richmond: John Knox Press, 1929, \$1.25

In Joyous Song—Album RA-1, Religious Music Record Series. Chicago: Follett Publishing Co., \$5.

So Will We Sing, 57 hymns and anthems, National Council of the Churches of Christ in the U.S.A., Broadcasting and Film Commission, 475 Riverside Drive, New York 27, New York, \$10.

Children's Hymns and Stories, Protestant Radio Center Album

My Book, Album of Songs and Stories, Mary Edna Lloyd. Nashville: Methodist Publishing House

Volume 1, Victor (78 rpm) E-77, "Lullabies."

"Music of Jubilee" (Bach)—E. Power Biggs, Columbia ML-4435 (33 1/3 rpm), organ. See bibliography of *The Use of Music in Christian Education*, Morsch, also Chap. 8, "The Graded Use of Recordings" for other records and albums. Order through the publishers of this magazine.

Oratorios

"The Messiah," Highlights, RCA at \$4.98; Complete, Columbia \$9.98

"The Creation"

"St. Matthew's Passion"

Order from the publishers of this magazine.

International Journal of Religious Education, "Young People Learn Church Music" by Virginia Cheesman. Dec., 1958

The Bethany Guide series of five articles by Grace McGavran on music for children, beginning with Feb. 1958.

Religious Art

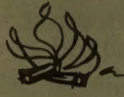
Christ and the Fine Arts, The World's Great Madonnas, The Old Testament and the Fine Arts, Cynthia Pearl Maus, New York: Harper and Brothers, \$5.95 each

The Gospel in Art, Albert Bailey. Boston: Pilgrim Press, 1944, \$4.

Here's How and When, Armilda B. Keiser. New York: Friendship Press, 1952, paper \$1.95

Creative Activities, Rebecca Rice. Boston: Pilgrim Press, 1947, \$3.50

Books for the Hearthside



Books for Christmas Giving For Children

A delightful book for young children and one which would make an ideal Christmas gift is **The New Little Green Worm**, by Jessie Brown Marsh (Bethany Press, 1960, unpagged, \$1.75). This charming story tells of the little worm's explorations and his worm's-eye view of the world, how he spun his cocoon in which to sleep, and his surprising new view of God's world. The book is illustrated by Morgan Steinmetz, an outstanding and nationally known illustrator. (Ages 4-7.)

Other good books for Christmas giving are:

New Friends for Pepe, by Anne Halladay, illustrated by Janet Smalley (Bethany Press, 1959, unpagged, \$1.75), the story of a migrant child whose smile made friends wherever he went. (Ages 3-5.)

Our Happy Family, by Mabel Niedermeyer McCaw, illustrated by Priscella Pointer (Bethany Press, 1958, unpagged, \$1.50), the story of daily experiences in a Christian home. (Ages 3-5.)

Cactus, by Virginia W. Struble, illustrated by Lillian Thoele (Bethany Press, 1958, unpagged, \$1.75), the story of how the animal that was different made friends when he did what he could do best. (Ages 6-9.)

Balti, by Ella Huff Kepple, illustrated by Jan Ross (Bethany Press, 1959, 128 pages, \$2.50), the story of a little boy in Mexico who received a black baby burro for a birthday present, and all the funny and exciting things that happened as both boy and burro grew up. (Ages 7-11.)

All Through the Year, by Grace McGavran, illustrated by Ruth Rogers (Bethany Press, 1958, 126 pages, \$2.50), a devotional book built around the four seasons, for boys and girls 8 to 12.

This Is God's World, by Mabel A. Niedermeyer, illustrated by Gedge Harmon (Bethany Press, 1959, 94 pages, \$1.75), a revised and enlarged book on stewardship for boys and girls 8-11.

General Jim, by Hazel Davis, illustrated by P. R. Theibert (Bethany Press, 1958, 192 pages, \$3.00), a story of the life of President James A. Garfield, showing the Christian influences that played upon his life and how they helped to make him the kind of man he became. (Ages 10 and up.)

For the Family

A record album the whole family will enjoy is "Sing a Song with Guin." The record is high-fidelity and long-playing, a collection of favorite camp songs such as: "Vive l'Amour," "This Old Man," "Vreneli," "Down in the Valley," "I Like the Mountains," and others. Many of the songs will be familiar to all members of the family and all songs are sung in a key which people can follow. To further aid the family in singing, there are removable song sheets containing the words of the songs. Guin Ream, assistant editor of Youth Publications at Christian Board of Publication, selected the songs for the album, and worked with a choral director and musician in arranging the numbers. "The Collegians" sing the songs along with Guin. On sale for \$3.98, the record may be purchased from Christian Board of Publication.

The United States Committee for UNICEF, United Nations, New York has produced three books of fun and folklore in the *Hi Neighbor* series. Fifteen countries being assisted by the United Nations Children's Fund are introduced through maps, flags, fun facts, folk tales, toys, crafts, food and dress, games, and festivals. These books answer the requests of young people and children who want more information about the children in other countries whom UNICEF is helping. The attractive material lends itself to many uses: international pageants, dinners, festivals, and bazaars. By using the wealth of materials provided, families could take an imaginary trip to these countries—a wonderful way of reaching a better understanding of others. Books 1 and 2 sell for \$1 each; Book 3, \$1.50.

—UNICEF



For Young People

A book for high school graduates is **Your Next Big Step** (Broadman Press, 1960, 64 pages, \$1.25) by G. Kearnie Keegan. The author writes out of his years of experience as a Baptist Student Union leader to challenge young people to (1) Examine Your Opportunity, (2) Plan Your Course, and (3) Face Your Future.

The adventures of Coach Rocky McCune are continued in **The Automatic Strike** (David McKay Company, Inc., 1960, 173 pages, \$3) by Wilfred McCormick. Rocky McCune's philosophy that clean, hard playing, and a winning attitude make champions is put to the test by his hard-playing pitcher, Red Bostic, who secretly convinces the baseball team that right breaks and luck are the most important factors in any game. The trouble is that Red's theories have a way of working so often. Baseball fans will thrill to this story just as to the game.

For Adults

Adults will be interested in the Laymen Series (Bethany Press) developed to help the church member to increase his knowledge of Christianity, deepen his understanding of its historical background, and enlarge his faith to meet life's demands. Books available in this series are:

The Layman Reads His Bible by M. Jack Suggs.

The Layman Learns to Pray by Lloyd V. Channels.

The Layman Builds a Christian Home by Vera Channels.

The Layman Examines His Faith by Gustave A. Ferré.

Each of the books contains 96 pages and sells for \$1.95.

Another book for the layman, but not of the same series as that listed above is **The Christian Layman and His Church** by Mark Rutherford (The Bethany Press, 1958, 71 pages, \$1). Mr. Rutherford, who is the Assistant Executive Secretary of the Department of Men's Work, UCMS, evaluates the layman's responsibility to his church.

Paul Griswold Macy in **If It Be of God** (Bethany Press, 1960, 192 pages, \$4) provides for the layman the story of the World Council of Churches. A chart of the structure and program of the World Council is presented on the back inside covers. The book deals primarily with the nature, purpose, and work of the World Council of Churches.



Over the back fence

New Hope for the World's Children

Most of the world's children face a short, sick, and hungry life. Of one billion children three out of four live in economically undeveloped countries; 80 per cent live in areas having less than \$100 per year per capita income.

This old situation has something new about it. Fatalistic attitudes toward poverty and disease are giving away to new hopes and efforts. For the first time there is hope that all children everywhere may enjoy a chance for life, health, productivity, and happiness.

The United Nations Children's Fund (UNICEF—"I" and "E" stand for "International" and "Emergency" and remain in the shortened name but have been dropped from the original title) works in four major ways to help meet children's needs.

First, UNICEF combats malnutrition by shipping powdered milk for distribution through schools and health centers. It also helps countries develop their own food resources and train nutrition workers to educate families in wise food practices.

Second, UNICEF has set up and equipped some 23,000 health centers for basic maternal and child health and welfare services. It has aided in training persons to serve and teach in these fields.

Third, UNICEF helps governments control and eradicate diseases that affect large numbers of children, such as tuberculosis, malaria, yaws, trachoma, and leprosy.

Fourth, in times of tragedy and catastrophe as a result of floods, earthquakes, famine, or other emergency, UNICEF helps countries with emergency supplies for the children caught in these disasters.

UNICEF works closely with the World Health Organization and the Food and Agriculture Organization of the UN and during this year is ministering to 55 million children and mothers in 107 countries.

However, many millions of children still go to sleep hungry every night, having been fed the equivalent of one school lunch every two days, millions of others do not receive even this and are doomed for lack of the cheap and effective care that UNICEF can provide. For example, vaccine to protect against TB costs only one cent; yaws is cured by a nickel's worth of penicillin; 20 cents will provide a year's supply of antibiotics to prevent and cure blinding trachoma; the sulphone to treat successfully a young leprosy victim for three years costs \$1.

How much can be done for so many with so little!

Ten Giant Steps

Thousands of American girls and boys are getting ready to follow the example set ten years ago by a few Sunday church school children who donated their Halloween "treats" to the United Nations Children's Fund. Last fall, despite bad weather, Trick or Treat for UNICEF received gifts totaling \$1,500,000 through the efforts of these girls and boys. Since the first gift of \$36 (estimated) in 1950, each year has seen increases in giving making ten giant steps upward. In 1955 over \$520,000, in 1957 over \$1,000,000, and in 1958, \$1,250,000 came to the Fund.

Halloween was a day when masks were worn to frighten away evil spirits. Today American children wear masks to help combat the evils of mass disease and malnutrition among other children, and help foster the modern miracles of medical care and food research.

More churches and other organizations are encouraging children to devote their Halloween fun to UNICEF. Here is a project that *Hearthstone's* readers can back with their heartiest support.

"As you did it to one of the least of these my brethren, you did it to me."

Poetry Page

Grandma's Lap



—From the Author

My grandma's lap is the friendliest place,
As she sits in the big wing chair.
When it's raining outside and I'm tired of my blocks,
I know she'll be waiting there.

We have lots of secrets, my grandma and me
That nobody else can share,
'Bout the worm that I found and the elves in my room
And the day that I shot a bear.

When Mama's too busy she always has time
For a storybook up in her chair.
Whenever I'm lonely I climb in her lap.
I know I'll be welcome there.

—Rosemary Rogers

Three Score and Ten

—Religious News Service

The harvest is not gathered soon
Though day be bright.
Those who must leave the field at noon
Miss evening light.

Not till the sunset years are come
To bring their gold,
Does one receive the final sum
That life can hold.

Then comes the tide from some rich past
We did not earn;
And from the crumbs on water cast,
The loaves return.

—Elsie N. Chaney





WHAT ARE FAMILIES MADE OF? sugar and spice... and everything they READ...

HEARTHSTONE puts "first things first." For no great or small thing is created suddenly . . . not a bunch of grapes . . . or a fig . . . or a skyscraper . . . and especially not attitudes about life, the world and people. It takes time . . . and direction . . . from microscopic beginnings! Actually, everything you hear, see, read, taste, touch makes you just a little bit different from what you were before . . . Some is sugar, some is spice!

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